

April, 1960

# Catholic School Journal

**NCEA CONVENTION ISSUE**

*Highlights, on page 31*

Crowds of religious  
visit the N.C.E.A.  
Exposition.  
See page 33 for this  
year's floorplan.



Including

**CATHOLIC  
MANAGEMENT  
Section**

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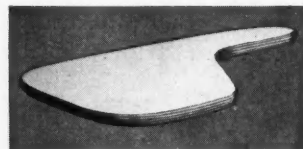
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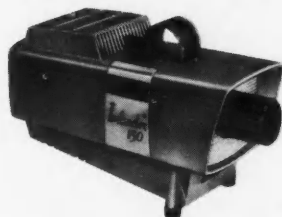
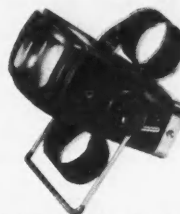
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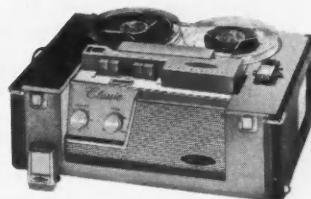
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from the new article  
on the Pope

in the 1960 World Book  
Encyclopedia



Photograph of Pope John XXIII from  
the 1960 World Book Encyclopedia

A thin wisp of white  
smoke signals a new era  
in the history of the  
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their tension with cheers  
of "Viva il papa." Around  
the world, hundreds of  
millions more face a  
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The revised and enlarged article on the Pope in the 1960 World Book Encyclopedia is but one example of the manner in which the editors document important details along with interesting facts. World Book is not only thorough, but *readable* and memorable. The numerous articles of special Catholic interest have been carefully prepared by authorities among the clergy such as Father Joachim Smet who authored the informative section on Vatican City. In fact, some of the world's foremost scholars on every subject are numbered among the imposing list of thousands of contributors to the 1960 World Book Encyclopedia.

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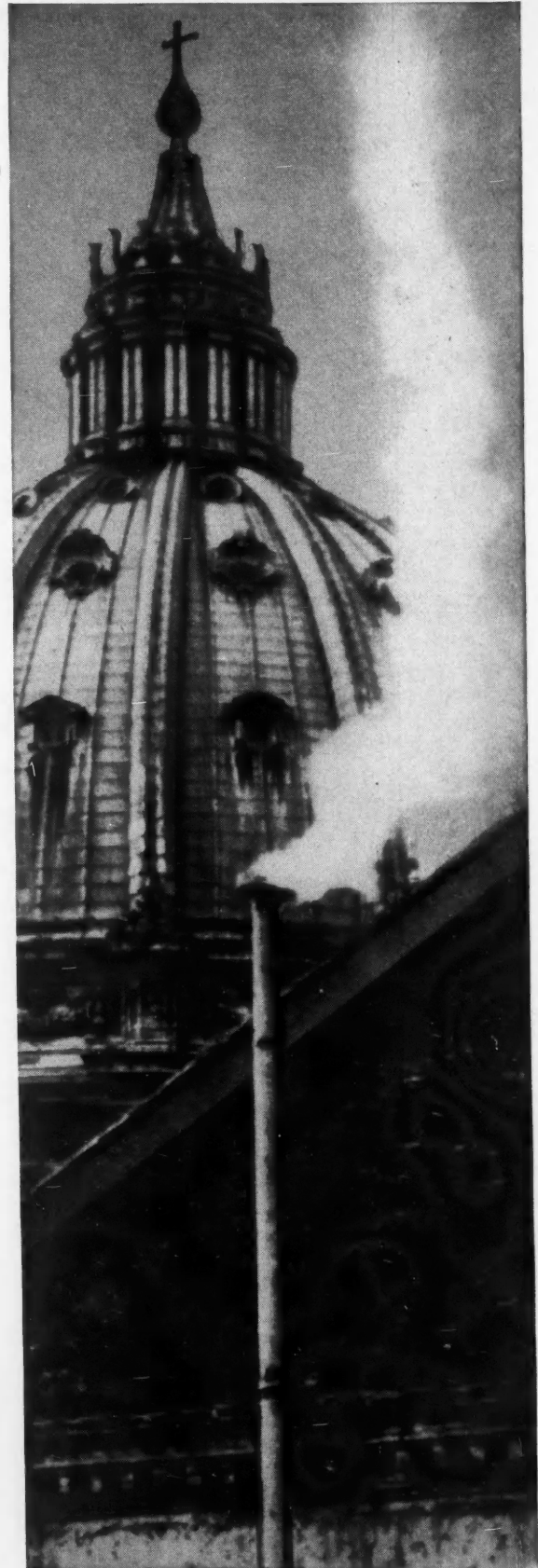
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### THE CATHOLIC SCHOOL JOURNAL

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# The Catholic School Journal

VOL.60, NO. 4 APRIL, 1960

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ANNIVERSARY



**T**his year **YOUNG CATHOLIC MESSENGER** marks its 75th year of continuous service to Catholic boys and girls—and to their teachers. On this occasion, the publisher acknowledges with gratitude the part played by the thousands of teachers whose loyalty and interest over the years have made this possible.

It was a year before the Statue of Liberty was unveiled . . . nine years before Henry Ford made his first automobile . . . when George A. Pflaum, Sr., a 27-year-old Dayton printer, filled a single market basket with the first issue of **YOUNG CATHOLIC MESSENGER**. Many adults recall reading **YOUNG CATHOLIC MESSENGER** in their own parochial-school days. Since then, numerous changes have been made in this classroom periodical. Essentially, however, its aims have remained the same. In the 1960's, as in 1885 when publication began, **YOUNG CATHOLIC MESSENGER** continues to supply boys and girls with worth-while reading material planned to help them develop into adult Christian citizens.

Today, this current-affairs weekly is widely used in the parochial schools of the United States and Canada, together with its eight companion publications, and **TREASURE CHEST**, the biweekly picture-story magazine.

Now, as always, the editors of **YOUNG CATHOLIC MESSENGER** and of all the other **MESSENGERS** are looking ahead, seeking new ways to make the periodicals ever more useful to Catholic education.

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# Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

**BAILEY FILMS, INC.**  
6509 De Longpre Ave.  
Hollywood 28, Calif.

## Primitive Man in Our World

This is a social studies film for upper elementary and secondary grades. A 12-minute color, 16mm. sound film, showing the basic pattern of primitive life as it still exists in New Guinea, where a self-sufficient people dwell in a world almost untouched by modern civilization. The film is designed to develop an understanding of the cultural achievements of these people, whose skill and resourcefulness help them to satisfy their basic needs within their limited natural environment. The film is available for sale at \$120 and for three-day rental at \$6.

## Alaska's Modern Agriculture

A 15-minute, 16mm. sound film which attempts to trace the historical development of farming in Alaska. Scenes of the situation 25 years ago show the struggles of the early settlers in the Matanuska Valley. These events are then contrasted with scenes of Alaska today, booming since World War II and now a state.

This film shows how people have adapted themselves to this challenging land and are making great strides forward; how modern farming methods are replacing older hand methods; and how cities which began as crude settlements are becoming important centers of commerce, much like cities in other states. Modern living conditions are discussed, including food, housing, clothing, education, recreation, and transportation. This subject is suitable for social studies classes in upper elementary grades through high school, as well as for adult audiences. The film is priced at \$150 in color and \$85 in black and white.

## CORONET INSTRUCTIONAL FILMS

Coronet Building  
Chicago 1, Ill.

## The Calendar: Days, Weeks, Months

This is a 16mm. motion picture film which is available in black or white and color. It is especially appropriate for first or second grade in developing initial

concepts of the calendar and for involving young children in the use of the calendar to answer their own personal questions.

What the calendar is, how it shows days, weeks, and months, and the fact that different months have a different number of days are included in the film presentation. The way in which the calendar should be read is demonstrated and a number of uses of the calendar are suggested.

The story of Pat, who eagerly awaits the coming of the circus, serves as the basis for presenting a number of concepts about the calendar. Because Pat is anxious to know on what day of the week the circus will arrive, the children in the audience learn that they can find out when a particular date occurs by looking at the calendar. Other concepts organized about this story are the representation of each day of the week and month by a number on the calendar; the organization, on the calendar, of days by weeks and months; and the relationship between the days of one month and those of the month which follows.

To encourage the children viewing the film to read the calendar, **THE CALENDAR: DAYS, WEEKS, MONTHS** demonstrates a number of activities in which primary-grade children participate. Among these are a poem and a "knuckle" game which help youngsters remember the number of days in the different months and a calendar game which consists of finding special days on the calendar. The film audience can participate in these same activities after the film has been seen and discussed. They help to make children more familiar with the calendar, and promote use of the calendar in daily activities.

## UNITED WORLD FILMS

1445 Park Ave.  
New York 29, N. Y.

## Hawaii, the Island State

This is a 20 minute 16mm. sound color film designed for geography-social studies classes in middle and upper grades although with the current interest in our new state, high school classes and adults would also find it valuable. This film introduces the mid-Pacific

islands once known as the Sandwich Islands by visualizing the marked effect on their climate of the northeast trade winds. The importance of their volcanic origin is also emphasized, in such a way that these two factors explain the tropical humidity and the rich soil that make possible the enormous crops of sugar cane and pineapples, so important to the Hawaiian economy. The volcanic birth of the Islands justifies the detail given to these phenomena, with cross-sectional views of an active cone and actual photography of a recent eruption and the resulting lava flow of which we are currently hearing and reading.

The people of Hawaii, representing mainly the Asiatic, Polynesian, and Caucasian races are shown as a remarkable heterogeneity of many cultural groups in that a harmony prevails among them that is unmatched in other lands of mixed races.

## JAM HANDY

2821 E. Grand Blvd.  
Detroit 11, Mich.

## Instruments of the Orchestra

**INSTRUMENTS OF THE ORCHESTRA** consists of six color filmstrips with six 12 inch 33½ rpm records. Set costs \$51. Individual strips with record are \$8.95 each.

The six filmstrips are organized as follows: String, Woodwind, Brass, Percussion, Melodious Percussion (xylophone, marimba, chimes, glockenspiel, celesta, piano, clavichord, and harpsichord) and The Complete Orchestra showing how many of the great composers and conductors have contributed to the growth of the orchestra.

Attractive art work describes the development of the various orchestra instruments from crude sound-makers to their present-day form. In color photographs, accomplished musicians demonstrate how each modern instrument is held and played. The appearance and make-up of the instruments and their placement in the orchestra are clearly pictured.

Synchronized recordings carry narration of the informative text. Fine musical tone examples of each instrument

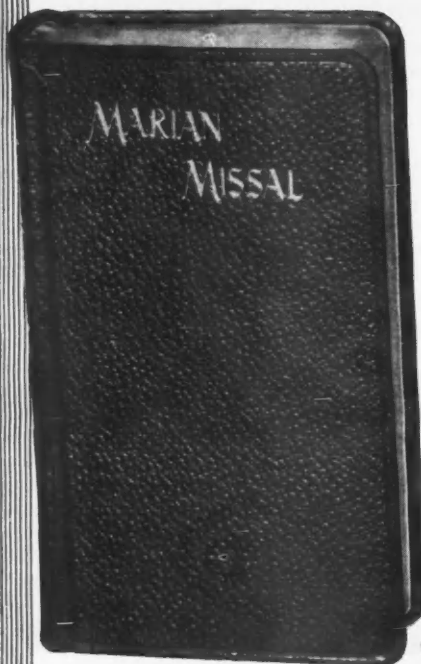
(Continued on page 8)

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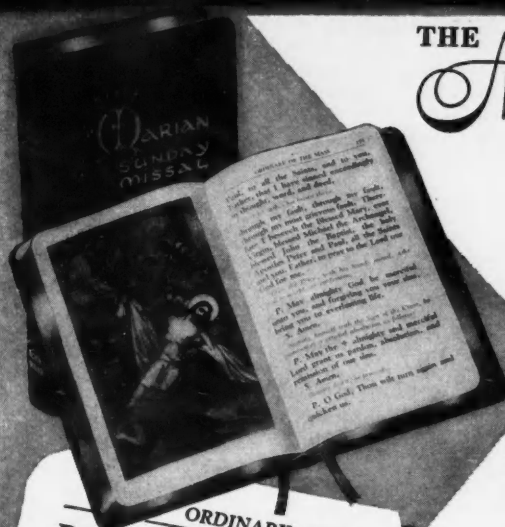
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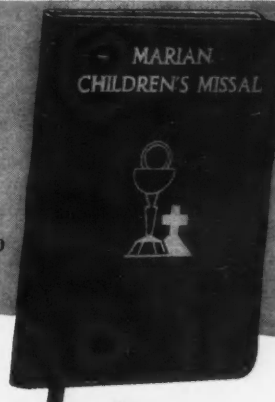
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Father, that I have sinned  
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through my fault, the  
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## Evaluations of AV Aids

(Continued from page 5)

— ancient and modern — are heard both in solos and with orchestral background.

These strips, suitable for intermediate grades through the adult level, should help viewers to develop skill in audio and visual recognition of musical instruments. Also shown is the proper method of holding each instrument and how its sound is produced as well as the function and contribution of each family of instruments. Also supplying interesting information on how each instrument evolved from its primitive form to its

present appearance, this series of filmstrips provides a basis of appreciation of the symphony orchestra. With the increasing number of excellent recordings and the availability of lovely concerts, this series promises to make a timely and worthwhile contribution to enjoyment of music by youth and adults.

### AUDIO-VISUAL CENTER

Indiana University  
Bloomington, Ind.

### How Far

How FAR is a 10 minute, 16mm. sound color (\$100) or black and white

(\$50) film produced for use in the primary grades. It is designed to develop concepts of distances in a child's everyday life so that he will be better prepared for the study of maps and other geographical concepts.

How FAR teaches concepts of distance in terms of miles using a family's trip to their grandparents' home as the storyline. Two children travel 400 miles by airplane while the family drives 80 miles by car. Both trips aid in developing concepts of time, distance, and speed. For example, the airplane covered the 400 mile trip in less time than the automobile traveled 80 miles. A sketch map showing the two routes and their relative distances is used in this sequence as an introduction to map work.

The children in the car utilize maps and map symbols as well as the speedometer and odometer of the auto to figure speed and distance. They guess how far it is to a distant grain elevator from their car, then check the odometer to decide the winning guess.

Meanwhile, the two children in the airplane see the plane's shadow as they fly cross country and wonder how fast they are flying. Since the country roads in this region are one mile apart, the children discover they can compute the plane's speed by noting how many roads the plane's shadow crosses in one minute.

Since arithmetic is involved in several instances when the children compute speeds and distances, this film will have application for number concepts and manipulation.

### WALT DISNEY PRODUCTIONS

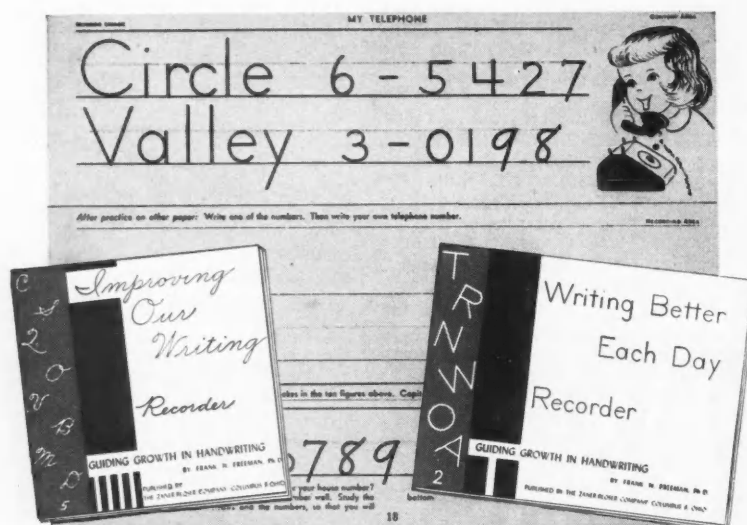
Educational Film Division  
Burbank, Calif.

### How to Have an Accident in the Home

An 8 minute color cartoon in 16mm. sound film. The main character, Donald Duck, demonstrates some of the common accidents which involved nearly five million people in their homes last year. Some of the accidents shown are: electric irons left on ironing boards, littered stairways, overcrowded ashtrays, and throw rugs. While in the bathtub, Donald turns on the radio and his electric razor and causes a big explosion. He shorts the electrical circuit with a knife and overloads the electrical equipment. When the oven is full of gas, he lights it and causes an explosion. Finally we see Donald Duck fixing up the things around the home in order to make it as safe as he is at work at the Surefire Dynamite Company. In a humorous manner this film drives home many specific safety needs which in our carelessness we often violate. Children in

(Continued on page 10)

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By Frank N. Freeman, Ph. D.

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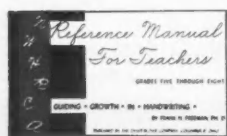
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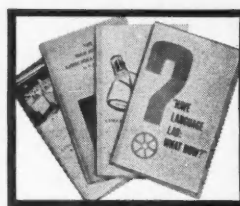
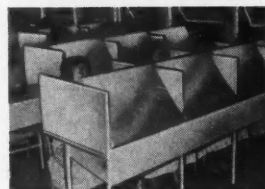
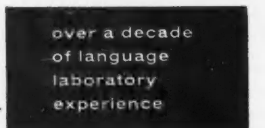
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## Evaluations of AV Aids

(Continued from page 8)

the elementary grades should be impressed with the message and take home some very important points which could well help to cut down the tremendous number of home accidents. The film is available on lease at \$100.

### Donald in Mathmagic Land

A 26 minute color 16mm. sound film designed for junior high, senior high, and adults. Donald lightens and makes very interesting an otherwise heavy subject dealing with making mathematics an ever present phase of practically all of our life activities. Music, architecture, fine arts, nature, mechanics and inventions, and sports and games are all discussed to show how mathematics applies to each one. Dr. Heinz Haber, the noted scientist and mathematician, provides technical counsel in this comprehensive coverage. Animation with live photography make the presentation very effective and students should derive an appreciation of mathematics from seeing the film, although at times Donald is a bit difficult to understand. This film is available on lease for \$250.

### LIFE FILMSTRIPS

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In each of the Life filmstrips reviewed below there are frequent text frames devoted exclusively to the presentation of a considerable volume of verbal information. Besides, most of the individual frames are also captioned, the caption often occupying a great deal of the space in each frame to explain the small picture which it accompanies. The booklet of lecture notes which comes with each filmstrip supplies abundant additional information. The filmstrips are reproduced from material which has already appeared in *Life* magazine. Usually the color is fairly good.

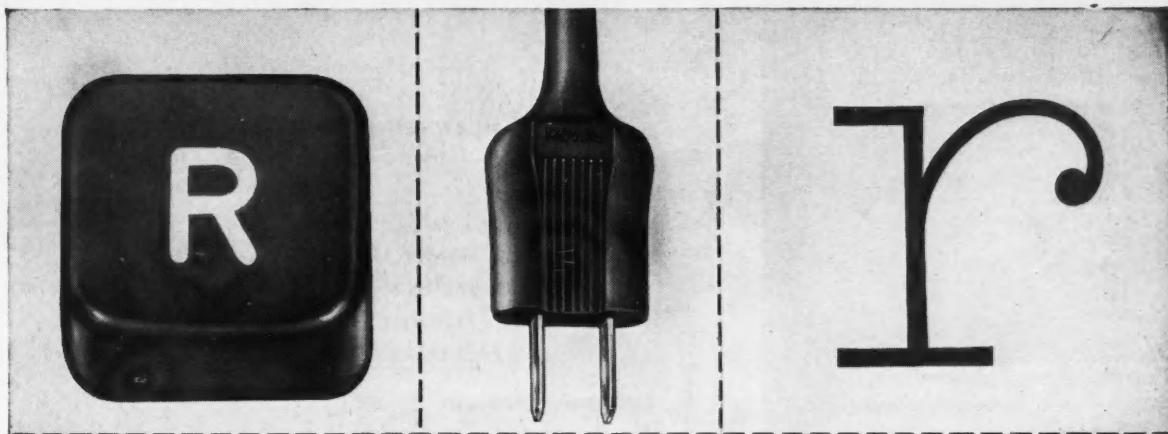
### Ancient Egypt

ANCIENT EGYPT is a 60 frame filmstrip in which the sequence of pictures is arranged in geographical sections. First are examples of early Egyptian art in the region of Memphis, capital of the old kingdom. Then are shown the tombs and temples near and around Thebes, the new kingdom capital on the east bank of the Nile. Lastly we see the monuments built in the Valley of the Tombs across the river in Western Thebes.

### Pierre Auguste Renoir

PIERRE AUGUSTE RENOIR, a 71 frame filmstrip reviews the life of Renoir and points out the characteristics of the

(Concluded on page 14)



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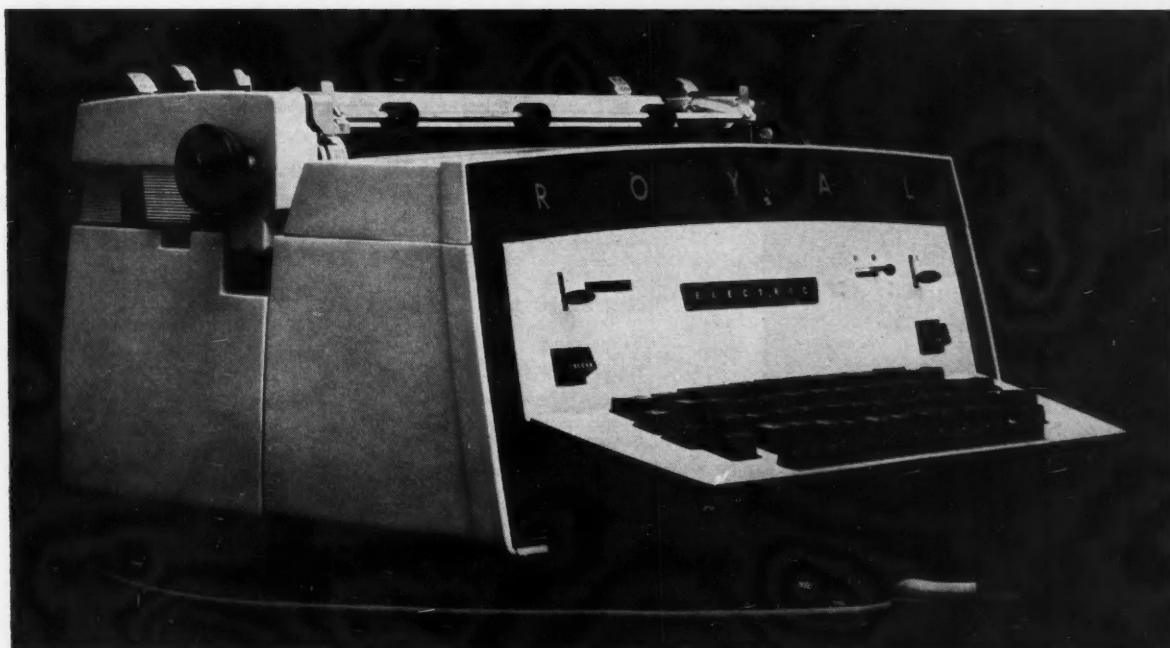
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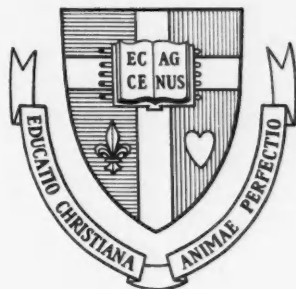
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## Evaluations of AV Aids

Concluded from page 10)

stages in his development as an artist. It also reproduces in color 32 of his paintings now housed in the Clark Art Institute.

### The Capitol, Symbol of Our Nation

THE CAPITOL, SYMBOL OF OUR NATION is a 62 frame filmstrip which traces the evolution of Washington, D. C., from its beginnings to the present time.

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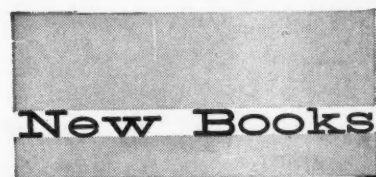
frame filmstrip traces the evolution of transportation in America from the early days to the present air age.

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Send to National Film Board of

Canada, 680 Fifth Ave., New York 19, N. Y., for free, newly revised copy of the 48-page catalog "Films 1960-61." It lists 378 films with special section on foreign language.



## Elements of Christian Philosophy

By Etienne Gilson. Cloth, 358 pp., \$5.50. Doubleday & Co., Catholic Textbook Div., Garden City, N. Y., 1960.

Any work by Etienne Gilson is an important publishing event, and it is significant that the Catholic textbook division of Doubleday has inaugurated its series of texts for Catholic schools with this new book by the distinguished historian and philosopher.

The work consists of four parts, plus notes, bibliography, and nominal and topical indexes. The four main parts of the text are entitled: Part I: Revelation and the Christian Teacher; Part II: God; Part III: Being; and Part IV: Man.

In Part One, Professor Gilson develops the arguments he has elaborated elsewhere, notably in his *Christian Philosophy of St. Thomas*, that one cannot simply take the philosophy of Aristotle (or any other non-Christian thinker for that matter), tack on to it the articles of faith, and, presto say that that philosophy has thereby become the philosophy of St. Thomas. For Gilson, a philosophy of "Aristothomas" is a mental fiction. In this portion of his work, Professor Gilson advances solid evidence to show that the philosophy of St. Thomas does indeed draw from the thought of Aristotle and, for that matter, of almost all of the Angelic Doctor's intellectual forebearers, but that the philosophy which emerges is one of immense originality, entirely rethought and restated, and ordered to achieve the aims of the Christian doctor. Professor Gilson holds that the proper way of presenting the philosophy of St. Thomas is to follow the order of his great *Summa Theologiae*. Some modern Thomists argue that the order outlined in the Angelic Doctor's commentaries on Aristotle is the best way of setting forth his philosophy. Professor Gilson ably shows that the deepest and more personal contributions of St. Thomas to philosophy are not found in his Aristotelian commentaries, but granting this, it would seem that the arguments for following the order of the commentaries could still retain their validity.

Parts Two, Three, and Four, devoted to God, Being, and Man respectively, are brilliant and lucid presentations of the "elements" of St. Thomas' thought. Professor Gilson is at his best in setting forth the genuine Thomistic notion of being, in which the act of being or existence is the dominant and central theme, and in showing the impact of this notion on such philosophical problems as the existence and nature of God, the transcendentals, causality, and the structure of finite being.

It is unfortunate that the notes were printed at the end of the text, as it is

(Continued on page 18)

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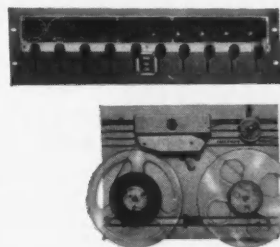
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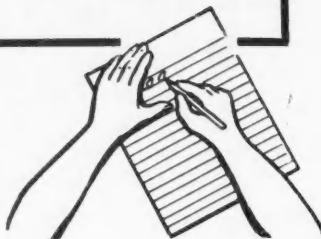
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## NEW BOOKS

(Continued from page 14)

quite frustrating to turn to the back each time one wishes to check a reference. The printing, however, is superb. I noted not one typographical error in the text, although there were a few inexact references in the notes, giving the wrong article of a question in the *Summa Theologiae*, e.g., note 17 on p. 304 refers to *ST.*, I, q. 3, a. 6, whereas the text referred to is found in a. 5 of the same question.

All in all, Professor Gilson's latest book is in the tradition of its predecessors: brilliant, lucid, provocative, and above all a living example of Thomism at work. Only a man who has lived with Thomas, meditating on his work and achievements, could have written the *Elements of Christian Philosophy*. — William E. May.

### A Woman Clothed With the Sun

Ed. by John J. Delaney. Cloth, 235 pp., \$3.95. Doubleday & Co., Inc., New York 22, N. Y., 1960.

A vivid portrayal of the eight most important apparitions of our Lady during modern times. Each is told in a straightforward way to impress upon all men the ways in which Our Spiritual Mother is trying to save us from ourselves. Many of her original words (translated into English) are used here, the sound of them gives both joy and a closer understanding of what we must do to preserve ourselves from disaster—spiritually and materially. Included are apparitions from Guadalupe, the Miraculous Medal, LaSalette, Lourdes, Knock, Fatima, Beauraing, and Bonneux. Each is related by the person who is generally regarded as the most outstanding authority on his subject.

This book should be placed where all mankind can read it.

### The General Councils of the Church

By Rev. John L. Murphy. Cloth, 205 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1.

Father Murphy has undertaken a great task in writing about the Councils of the Church. Certainly more could be said about each council, but here we have an excellent well-rounded "popular" treatment of the subject.

The reader will find answers for such questions as: Where were the Councils held? At what time? For what reason? What effect did they have?

The author is concerned with a discussion of the problems which each council faced, not names and dates. This will make the book a more useful tool for the average layman. Certainly many non-Catholics will be asking questions about the previous councils. Here are the answers without minute historical details. A number of illustrations have been included. — William P. Straub.

### Ecumenical Councils in the Catholic Church

An historical survey by Herbert Jedin. Cloth, 253 pp., \$3.95. Herder & Herder, Inc., New York 36, N. Y.

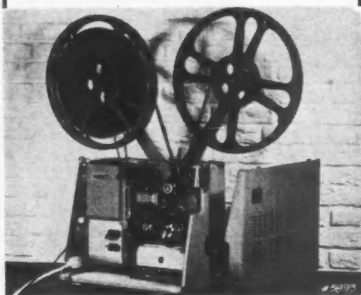
Comparisons are sometimes odious, but in this case the reviewer wishes to make an exception. In this "historical survey," we have another approach to the material covered in the above book. Certainly this does not lessen the worth of either volume.

*Ecumenical Councils* has been written by Dr. Hubert Jedin, the historian of the

(Continued on page 20)

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## NEW BOOKS

(Continued from page 18)

Council of Trent. Since he has also worked in the Vatican Archives for many years, we would expect a most scholarly and complete treatment of the councils.

Anyone who would like a book which contains more of the mechanics of a real history should read this book. A bibliography and a chronological table conclude the book.

However, in all fairness, it should be added that this book is not all that it is purported to be. Something has to suffer when so much historical data is compressed into such a small volume. But since so little has been written in recent years on this subject, we must accept what we have.

Let us hope that, after the Second Vatican Council, a quite complete historical treatise will be available to the serious students of ecclesiastical history. — *William P. Straub.*

### The Last Hours of Jesus

By Ralph Gorman, C.P. Cloth, 277 pp. \$3.95. Sheed & Ward, New York, N. Y.

This account of the passion and death of Jesus is written with the understanding and intimate knowledge of a Scripture scholar and with the warmth and directness of a journalist. Considerable attention is given to the historic background, to the religion and customs of the Jews, and to the personality of the Apostles and other individuals who played a part in the tragic drama. The story follows accurately the Scriptural sequence of events and rounds out numerous bare statements of

facts which puzzle the average layman. The book should especially interest advanced high school students. It is ideal for Lenten reading.

### Safe Living

By Harold T. Glenn. Cloth, 288 pp. Charles A. Bennett Co., Peoria, Ill.

More than a hundred "safety" experts contributed to the writing and illustrating of this junior high school textbook, which embraces the main fields of personal living at home, in school, on the job, on the street, in driving. The approach is intended to develop a sense of alertness, to help avoid dangers, and to provide knowledge for action and treatment when an accident has happened. The book is quite fully illustrated.

### The Seven Worlds of Theodore Roosevelt

By Edward Wagenknecht. Cloth, 325 pp., \$6.50. Longmans, Green & Co., New York 3, N. Y.

Following a lecture at Oxford University, the Archbishop of New York is reported as marking the lecture, under the Oxford way of grading, as "Beta Minor" and the lecturer himself as "Alpha Plus." Perhaps this may be applied to the lifework of the great president which in this book is presented as the life of a soldier, a statesman, a man of family, a thinker and writer, a peacemaker, a very human and popular man, a man of flaming devotion to his family and his country.

### Education of Teachers: Curriculum Program

Cloth, 464 pp., \$3.50. National Education Association, Washington 6, D. C.

This is the official report of the 1959 Kansas Conference of the National Commission of Teacher Education and Professional Standards.

### This Is My Country

By Jene Barr. Cloth, 32 pp., \$1.25. Albert Whitman & Co., Chicago, Ill.

Beautifully illustrated and simply written, this book for beginners, tells the story of the United States and its geography. The book ends with The Pledge of Allegiance.

### Young Hawk

By Edna Walker Chandler. Cloth, 128 pp., \$1.76. Benefic Press, Chicago 39, Ill.

The story of the California Indians in terms of the adventures of a 14-year-old member of the Yokut tribe. Language and subject matter are adapted to third-grade children.

### Alcohol Education for the Layman: A Bibliography

By Margaret E. Monroe and Jean Stewart. Cloth, 161 pp., \$5. Rutgers University Press, New Brunswick, N. J.

This bibliography for the librarian and layman lists such topics as the effects of alcohol, the normal use of it in this country, the nature of alcoholism and its treatment. Materials included in the book are books, pamphlets, periodicals, and films; each selected by the editors and fully annotated to convey in detail their scope and nature. There are author, subject, and title indexes. The research and publication of this notable project were underwritten by the United States Brewers Foundation.

(Continued on page 24)

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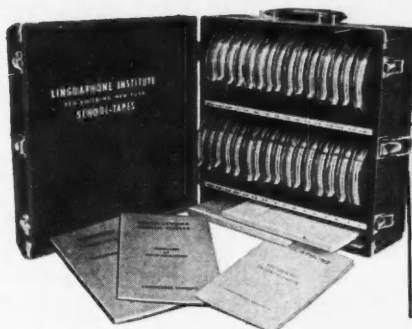
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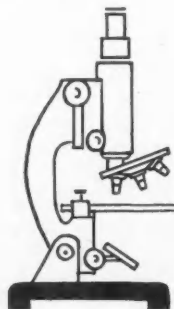
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## NEW BOOKS

(Continued from page 20)

### Our Lady for Boys and Girls

By P. J. Gearon, O.Carm., D.D.B.A. Cloth, 171 pp., \$2. The Carmelite Third Order Press, 6415 Woodlawn Ave., Chicago 37, Ill.

The story of "the most wonderful Mother that ever lived" for children. The author includes in his explanations articles and things with which every child is familiar so that they can clearly visualize and grasp his exact meaning. For example, in an explanation of the difference between our souls and that of the Immaculate Conception, the author tells of white roses grown in a dusty garden, hence the roses were dusty; but then a welcome shower fell from heaven to make all the roses snow white. Other roses were grown in a spotless glass house and never became dusty or needed heaven's shower. This is a delightful book which children are sure to enjoy and from which they will gain a great deal of insight into the earthly life and mission of their spiritual Mother.

### The Way of the Cross

By Henri Gheon. Paper, 53 pp., \$1.25. Longmans, Green & Co., Inc., New York 18, N. Y.

An extract from "The Mystery of the Finding of the Cross," a play written specially for the Benedictine Monks of Amay. Although published, perhaps, too late for production this year, this deeply moving play could be used next year and for years to come.

### Spiritual Highlights for Sisters

By Rev. Bruno M. Hagspiel, S.V.D. Cloth, 228 pp., \$3.95. The Bruce Publishing Co., Milwaukee 1, Wis. 1960.

In spite of a recent illness, Father Hagspiel has been able to continue his writing for religious. The wellsprings of this missionary aren't dry yet. This is his golden jubilee book.

His discussion of the virtues is characteristically forceful, practical, and down-to-earth.

After discussing humility and charity, his treatment of self-denial, of mercy and peace, of meditation and temptation, forms an excellent bit of spiritual guidance for Sisters. His final chapter on the Eucharist is a plea that Christ may "pour into our souls the oil of grace and the wine of wisdom, so that we may be cured of false earthly ideas and become receptive to God's dispositions."

There is no doubt that fifty years of religious life and hundreds of retreats well qualifies Father Hagspiel to offer this additional guidebook to Sisters. — William P. Straub.

### Let's Listen to a Story

By Lillian Okun. Cloth, 273 pp., \$3.50. The H. W. Wilson Co., New York 52, N. Y.

The title of this book is that of a children's radio broadcast for the past 8 years on Station WMCA in co-operation with the Brooklyn Public Library. From some 1200 scripts, Miss Okun has chosen 16 as best for general radio, school, and library storytelling. The introduction explains the necessary requirements for a storyteller and tells how to make the undertaking a success.

(Continued on page 101)

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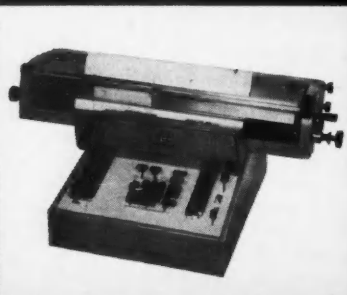
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# *The* Catholic School Journal

VOL. 60, NO. 4

APRIL, 1960

## **HIGHLIGHTS of 57th Annual Convention of National Catholic Educational Association**

**TIME:** April 19 to 22, 1960

**PLACE:** Chicago, Illinois

**THEME:** *Emphasis on Excellence*



— Portrait by Fabian Bachrach

**His Eminence ALBERT CARDINAL MEYER**  
Archbishop of Chicago

■ A Pontifical High Mass celebrated by His Eminence Albert Cardinal Meyer, Archbishop of Chicago, will open the 57th annual convention of the National Catholic Educational Association on Tuesday, April 19, at 9:30 a.m. at the Arena of the International Amphitheatre, Chicago, Ill. The Most Rev. William E. Cousins, Archbishop of Milwaukee, will preach the sermon.

As president general of the N.C.E.A., Archbishop Cousins will preside at the opening general meeting in the Arena, Tuesday at 11:30 a.m. Here the convention theme, "Emphasis on Excellence" will be keyed by the Rev. Walter J. Ong, S.J., professor of English at St. Louis University. A well-known scholar, writer, and lecturer, Father Ong has had four books published since 1957, the most recent of which is *American Catholic Crossroads*, published in 1959 by Macmillan. He is the author of numerous articles in literary, philosophical, and scholarly reviews in the United States, Canada, and England, as well as in France, Switzerland, and Germany. Well known as a lecturer in the United States, Father Ong has also lectured widely in Europe, in particular to university groups in Paris, Bordeaux, and Toulouse.

All of the general and department meetings of the N.C.E.A. will be held at the International Amphitheatre, April 19 to 22. Here, too, more than 420 members of the Catholic Educational Exhibitors Association will present the most extensive exhibition in N.C.E.A. convention history. Various luncheon and dinner

(Concluded on page 33)



The International Amphitheatre with Stock Yard Inn (left) is the scene of the 1960 N.C.E.A. convention in Chicago, Ill.

## THE N.C.E.A. EXPOSITION--1960

■ More than 420 exhibitors, members of the Catholic Educational Exhibitors Association, will present the most extensive display of school supplies and equipment in N.C.E.A. history. Booth space in Exposition Hall of the International Amphitheatre is a complete sell-out, according to convention officials.

The formal opening of exhibits will take place Tuesday, April 19, at 2 p.m.; however, both exhibits and registration desk will be open daily from 9 a.m. to 5 p.m., closing at noon on Friday, April 22.

Readers are urged to visit the booths of the following firms which advertise in the CATHOLIC SCHOOL JOURNAL:

Affiliated Publishers	D-8-10	Harcourt, Brace & Co., Inc.	G-35	Geo. A. Pflaum Publisher, Inc.	
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Denoyer-Geppert Co.	I-1-2	Midwest Folding Products	D-56-58-60	South-Western Publishing Co.	B-11
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Doubleday & Co., Inc.	E-33-35	G. & C. Merriam Co.	D-47	Stacor Equipment Co.	G-23-25
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Field Enterprises	B-16-18	Noble & Noble Publishers, Inc.	B-26	The Vendo Co.	H-21-23
Follett Publishing Co.	D-14-16	A. J. Nystrom & Co.	B-13-15	Viewlex, Inc.	A-26
The Garrard Press	F-45	Oxford Book Co., Inc.	B-29	Weber Costello Co.	D-42
Gaylord Bros., Inc.	C-37-39	The A. N. Palmer Co.	C-9	Webster Publishing Co.	A-9
Ginn & Co.	B-8-10	Personal Products Corp.	G-41	World Book Co.	F-59
Graflex, Inc.	G-20-22	Personnel Press, Inc.	A-62	The Zaner-Bloser Co.	E-21
Graubard's, Inc.	E-14-16				
M. Grumbacher, Inc.	F-18				

## N.C.E.A. Convention Highlights

(Concluded from page 31)

meetings have been scheduled at the nearby Saddle and Sirloin Club and the Stock Yard Inn, as well as at the Conrad Hilton Hotel, the official convention headquarters in downtown Chicago. Shuttle bus service between the two sites has been arranged for the convenience of convention-goers.

### Departmental Highlights

Highlight of the meetings of the Major and Minor Seminary departments will be an address by Albert Cardinal Meyer at a joint luncheon meeting, Wednesday noon at the Stock Yard Inn. On Thursday evening the annual dinner meeting for Catholic School Superintendents will be held at the Conrad Hilton Hotel.

"An Analysis of the Meaning of Excellence" will be presented by the Very Rev. Robert J. Slavin, O.P., of Providence College, Providence, R. I., at the general meeting of the College and University departments. In a section meeting on Wednesday, there will be a panel discussion of "Emphasis on Excellence in Teacher Education" presided over by Sr. Bernice, O.P., dean of the education division of St. John College, Cleveland, Ohio.

The Honorable Eugene J. McCarthy, Senator from Minnesota, will address the opening meeting of the Secondary School department on the topic of "Moral Principles and Compromise in Politics." Rev. Lorenzo Reed, S.J., supervisor of secondary schools for the New York Province of the Society of Jesus, will discuss "Excellence for Whom?" at the general meeting on Wednesday morning. Sectional meetings will highlight panel

discussions of "The Excellent Teacher," "Student Research on the High School Level," and "Excellence in Studies."

"Nothing But the Best: The Pastor Speaks," will be the topic of the Rt. Rev. Msgr. Thomas J. Quigley, Pittsburgh, Pa., when he addresses the opening meeting of the Elementary School department. Sister M. Richardine, B.V.M., associate secretary of the N.C.E.A. elementary department, will give "The Supervisor Reports: Excellence I Have Seen." Sectional panel discussions will consider: Excellence in Language Arts, Improving the Language Arts Program in the Upper Grades, Achieving Excellence Through Administration, and More for the Gifted.

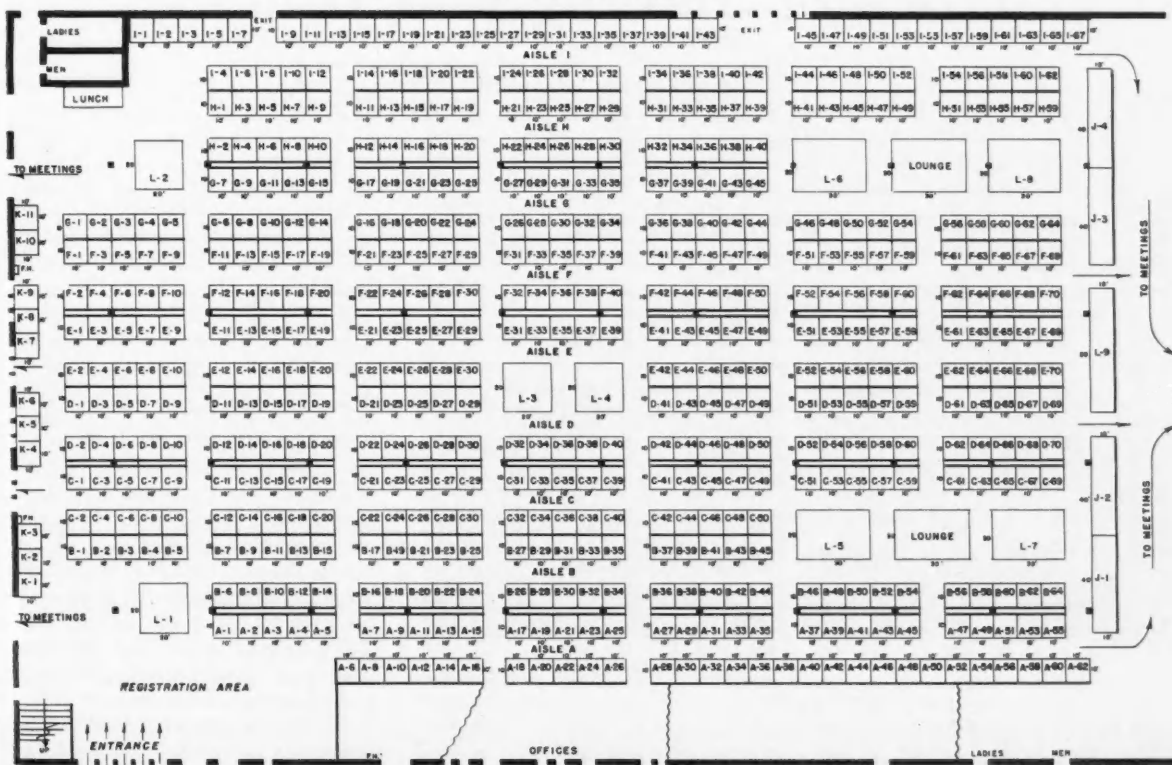
The Special Education department of the N.C.E.A. will hear "New Solutions to Old Problems" by Rt. Rev. Msgr. Vincent W. Cooke, supervisor of Catholic Charities for the Archdiocese of Chicago, at its opening meeting. A field trip of the Chicago facilities for exceptional children is planned.

Highlight of the Vocation section of N.C.E.A. will be an address by Archbishop Cousins on "Excellence of the Call and Excellence of Talents." At a meeting of Newman Club Chaplains, the national chaplain, Rev. George G. Garrelts of Minneapolis, will consider "Can We Stimulate Students in Newman Centers to Academic Excellence?"

The National Catholic Adult Education Commission will consider several papers on "Excellence in Catholic Adult Education" at its meetings on Thursday. Other groups meeting concurrently with the N.C.E.A., include the National Catholic Kindergarten Association, Catholic Audio-Visual Educators Association, and Delta Sigma Epsilon.

Sister Bertrande, D.C., dean of Marillac College, Normandy, Mo., will address the closing general meeting of the convention at 11:15 a.m., Friday morning.

Floorplan of 1960 Exhibit of National Catholic Educational Association, Exposition Hall of the International Amphitheatre, Chicago, Ill.





Most Rev. WILLIAM E. COUSINS, D.D.  
Archbishop of Milwaukee  
President General of the NCEA  
for 1959-60.



Rt. Rev. Monsignor  
WILLIAM E. McMANUS  
Superintendent of Schools  
Archdiocese of Chicago  
General Convention Chairman



Rt. Rev. Monsignor  
FREDERICK G. HOCHWALT  
Executive Secretary of the NCEA

Elementary teachers will consider "Excellence in Language Arts" at the N.C.E.A. convention. This Montana teacher explains an adaptation of the reading program in effect in the Archdiocese of Chicago

## *Success in Spelling and Reading*

By Esther Warford

Missoula, Mont.

■ "Sister, it's wonderful. I can spell." The girl's remark was music to the ears of Sister Mary Rosaria Paul, but it was typical of student reaction to a reading and spelling program which is geared to the individual.

Jean, a sixth grade student at St. Anthony's School in Missoula, Mont., was rated at only third-grade level in spelling ability when tests were given. Five months later, she had mastered more than 600 words and was well on the way to bringing her spelling accomplishment up to her grade level. This achievement, which had given Jean a fresh enthusiasm for school, was the result of the new methods of teaching reading and spelling which had been inaugurated at St. Anthony's in October, 1958.

The system used at Jean's School is based on that prepared by the Chicago Archdiocesan Reading Service for the

Catholic schools of the Chicago area. The plan had been recommended for adoption at St. Anthony's and the 147 other elementary schools staffed by the Sisters of Charity of the Blessed Virgin Mary throughout the country.

While one aim of the program is to challenge exceptional students to develop their highest potential, and so to nurture Catholic leaders, equally important is the aspiration to give every child an opportunity to do the best work of which he is capable—that all may become useful citizens.

### **It Began in Chicago**

The late Cardinal Stritch was long aware of the need for a remedial reading program in the schools of his Archdiocese. Six years ago he realized fulfillment of his hope to meet this need. Through the joint efforts of the archdiocesan school board, the schools of

the archdiocese, and the Catholic charities, a comprehensive plan was developed, embodying advanced methods of teaching reading and its sister skill, spelling.

The Catholic charities not only helped financially, but also made available such varied services as psychiatric aid, vision tests, and reading consultants. This aid was invaluable, since the rate at which a child learns to read does not depend on intelligence alone; physical, psychological, and environmental factors all play a part. At the same time, it is recognized that personality is affected by the degree to which an individual's reading ability measures up to his reading potential. With this in mind, the Chicago educators hope that their program may become a potent force in curbing juvenile delinquency.

Attention was also given to the special problem of the many foreign-speaking

children in Chicago schools. They were provided with extra help in learning to speak English, so that they could then progress to reading and writing their new language.

### Explained to Parents

When the program was ready to be put into effect, Very Rev. Msgr. William E. McManus, superintendent of schools for the Chicago Archdiocese, sent a letter to parents. "A child's success in school," he wrote, depends to a great extent upon his reading ability. Some children find school very distasteful simply because they cannot read the textbooks that they are expected to read at a certain grade level. Some other children are so bright that they need more challenging work and books to keep up their interest and to promote their proper academic growth."

The superintendent explained the new program and continued, "It is our hope that each child will have a feeling of success and achievement in school. Only then will that child be happy. You, as parents, can contribute to your child's happiness by showing an interest in his achievement and success."

### A Class for Each Pupil

Attention to the individual is outstanding as one observes the new teaching methods in operation. In spelling, each child advances, in his own classroom, as fast as he can master new words. For instance, in Sister Mary Rosaria Paul's crowded sixth-grade class, some children were studying third-grade words, while others were being challenged to learn words usually taught at eighth- or ninth-grade level. Yet the program is so set up that no child is made to feel inferior. Progress is measured by individual achievement rather than by comparison with other students.

When the new method is inaugurated, all students take written placement tests, starting with first-grade words. Three misspelled words at any grade level indicate the point at which individualized spelling commences for that child.

How can a teacher manage such a varied spelling class? This is accomplished by the use of unit cards, planned so that each child can study by himself. New words are so arranged in sentence themes that the student can cover them and test himself. When he has perfected the lesson, he is ready to be tested by one of the student monitors. Only when a child has completed three perfect tests on a unit and is ready to turn in his card for the next, does the teacher

check his work. A slow learner mastering one unit and progressing to the next can thrill to a sense of accomplishment as readily as the more gifted child studying advanced units.

### Working at Capacity

For the reading classes, children from two or three grades are grouped according to their reading level. But haven't teachers generally been segregating their classes for the traditional reading period? Yes, but there was a distinct disadvantage in the fact that all books used were planned for the same grade level. The slow children struggled with material beyond their ability, while exceptional students were never challenged. The Chicago plan makes extensive use of new textbooks, workbooks, comprehension tests, and advanced methods of teaching remedial reading. Sixth graders, for example, who are reading below their grade level, may use a textbook which contains the same stories that their fellow classmates are reading, but with a simplified vocabulary, as well as shorter sentences and paragraphs.

Gifted children can no longer sit back and take life easy, as they are constantly being challenged with more difficult material. "We give these children the opportunity to realize their full potential," remarked Sister Mary Lidwina, B.V.M., principal of St. Anthony's School in

Missoula. "If they master the material we have, we'll order more advanced texts."

Students have shown enthusiastic interest in the new classes. These remarks are typical: "Reading has begun to get interesting." "Now I am not frightened to stand up and read." "Before . . . it was sort of dull" (from an advanced student); and almost the same sentiment expressed by a slow reader, "It used to be boring." Many children think the hour-long reading class is too short.

### Results of Planning and Supervision

Inquiries about the Chicago undertaking have been received from many schools and dioceses, but Sister Mary Alcuin, O.S.F., who directs the project for the Archdiocese, stresses the preparation necessary to make a success of such a program. She does not feel that any place will do a good job without help and supervision.

Because this endeavor was so close to the heart of the late Cardinal Stritch, he was asked before he left for Rome whether his departure would mean an end to the reading and spelling program. "To stop that would mean to take a step backward," he replied.

In our Catholic schools where these teaching methods have been adopted, new worlds are opening to thousands of America's young citizens.



A year-round remedial reading program conducted by the Archdiocesan Reading Service is available to 135,000 Catholic school pupils in Cook and Lake counties. Above, Holy Name Cathedral School was one of 23 summer sessions.

**Edward A. Fitzpatrick, Ph.D., LL.D.**  
**Editor**

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## Editorials

### A commentary on the N.C.E.A. Convention theme

## "Emphasis on Excellence"

"Excellence" is the theme of the 1960 convention of the National Catholic Educational Association. It is an ever recurring theme of this JOURNAL and has been during the more than 30 years of the present editorship.

Among the papers on the programs of the current NCEA convention is a suggestive title: Excellence for What? and there is an even more basic one: Excellence for Whom?

Only last night we listened to parents tell the experience of their son in one of the leading preparatory schools of the country: "School standards are of the highest! Students from our school are admitted to any university they may choose! Homework is long and rugged!" The father, however, wishes the emphasis were on those qualities which make a Christian gentleman such as is described in Newman's *Idea of a University*. The mother is fearful for the health of the youngster who does not get to bed ordinarily until 2 a.m., with work on Saturday and Sunday. Subject matter is here supreme and

the faculty's conception of what is called "excellence" often is more concerned with the reputation of the school than with the soundest education for the student.

In contrast with this is the tragic weakness of many of our schools, Catholic and other. The ideal is universal education; progress through the educational system; or, more properly, the school is based on pass promotion. Students are fed into the educational machine; the students get what they can or what is thrust upon them, and they come out "schooled but not educated." One can hardly use the term "excellence" to describe this contemporary school practice in its quality, but it deserves some praise for its quantity.

The only test of excellence of schooling is what happens to the student, and particularly to his mind. You may have the most artistic architectural monuments to the architect or the pastor and have no education! You may have the best undefeated football team and have little or no education! You may have teachers

drilled in pedagogical formulas pursuing their way desperately and have no education! You may assign homework to keep youth up beyond midnight regularly and have students stuffed with formulas, definitions, ten ways to do this or that, and have no genuine educational results. In short, you may have all the externals of education — buildings, laboratories, equipment, beautiful campus, formal teachers — and have no education!

The only real education is the education the student gives himself. He is the agent of his own education. The effective process is self-activity. The motivation is intrinsic. This — and nothing else — is the test of excellence in education. But self-activity must be guided by a self-ideal. And, without elaboration, we may say that the source of this self-ideal must be religion, and a sensitivity to goodness, truth, and beauty, with the habit of viewing all things *sub specie aeternitatis*.

In view of the great range in the quality of American education, a practical ideal generally would be "Excelsior" — to do what we are trying to do *better* — after we have decided that what we are trying to do is worthwhile. — E. A. F.

## QUALITY IN EDUCATION

The National Education Association has selected a happy slogan for its educational propaganda: *Quality of Education*. This educational ideal ought to be a guide to educational theorists as well as educational administrators and teachers. But such a worthy ideal needs an analysis of education and of man. It needs a philosophy—yes and a theology—of education and of man. What is man? Why is he here? What is his destiny? here? hereafter? How does he grow in wisdom as in years? What part does he himself play? What is the teacher's part?

But unfortunately the NEA dissipates all the potential momentum for better education and for a better understanding of education both by the public and by the school itself by identifying quality of education with the amount of school expenditure. Quality of education is reduced to such formulas as:

"In a school district of adequate size the minimum annual per-pupil current expenditure needed today to provide a good educational program is about twelve per cent of the salary necessary to employ a qualified beginning teacher in that district." (The average was about \$4,500.) This would make the average per student \$540; the actual expenditure was \$310; and so \$230 per student additional would give us a good educational system.

Few people believe such nonsense. The key to a good educational system is the pupil; and the great aid he can have in the self-direction of his education is a teacher who helps him form his own motives, ideals, and program. The dollar sign expressed in her salary is, by no means, an indication of her effectiveness in such terms—nor is any other external characteristic or appearance of the teacher.—E. A. F.

## THE ACADEMICALLY TALENTED STUDENT

The latest shibboleth of education, sponsored by Dr. James B. Conant is *The Academically Talented Student*. The plea is for special attention for the academically talented student with the continuation of a more diluted education for the others in a plan of universal education. The proper education of our able boys

and girls, says Dr. Conant is a problem of national significance. He adds that they are "the students who can study effectively and rewardingly such academic subjects as advanced mathematics and foreign languages."

The concept of the academically talented, the basis on which it was formulated, and the implications for an educational program ought to be critically discussed at the NCEA. The description in an NEA pamphlet on "Finding and Educating the Academically Talented Student in the Secondary School" will help limit the problem, and will raise a number of critical issues of secondary education:

"The Academically Talented Student is one of the million and a half academically talented boys and girls now attending our secondary schools. He is in the upper 15 to 20 per cent of the secondary school students in the United States and his academically talented fellow students may constitute 90 per cent of their class or 5 per cent.

"He is usually a rapid learner, a good organizer, and a skillful thinker; as a rule he is above average in his use of vocabulary and in his reading skills. He is probably creative, curious, persevering, and capable of considerable independent study. He usually possesses more than the normal amount of stamina, is physically above average, and is fully capable of profiting by unusual academic challenges.

"But he may not be easy to identify. He may have been born and may live in almost any kind of circumstance. He may be anyone's child; hidden under almost any of a number of guises—indifference, resentment, under-achievement, frustration, delinquency. He may be beset with problems arising from over-ambitious parents, indifferent parents, or a society whose values are oriented to unnecessary conformity.

"He is talented, deserving much because he can offer much."

—E. A. F.

## THE FAITHFUL, THE YOUTH, AND THE CHRISTIAN FAMILY

### Curé of Ars Editorial No. 3

Pope John XXIII, in the conclusion of his encyclical commemorating the centenary of the death of the Curé of Ars, has words for the faithful in encouraging priestly efforts at sanctification, for the generosity of youth who will increase the laborers in the vineyard of the Lord, and for the parents who will give their sons joyfully to this service.

The faithful can contribute to the sanctification of their priests by prayers, by their insight into the priest's mission in a "world in which the power of money, the seduction of the senses, and the prestige of technical knowledge triumphs," by their faithfulness, by means of religious respect for priestly character, by a more accurate understanding of his pastoral duties and his difficulties, and by more collaboration in his apostolate.

The youth of today, the Pope confidently believes, will respond no less generously than the youth of the past, even recognizing all the difficulties in this confused world in an age too materialistic and drifting. The opportunity of carrying to the

spiritually hungry and desolate all over the world the "heavenly food of truth and life" has today an even greater appeal to generous and high minded youth.

There is, too, the great opportunity of Christian families to participate in the redemptive mission of Christ by their attitude and encouragement of vocations. "Christian families," says the Pope, "should therefore weigh their responsibilities and give their sons with joy and gratitude for the service of the Church."

In conclusion, the Pope's prayer and his blessings are:

"With lively hope that this centenary of the death of St. Jean Marie Vianney may inspire throughout the entire world a renewal of fervor among the youth called to the priesthood, and that it may also recall the more ardent and fruitful attention of all the faithful to the problems in the life and ministry of priests, we impart to all, and first of all to you, venerable brothers, as a token of heavenly grace and a pledge of our benevolence, the Apostolic Benediction."—E. A. F.

# Religious Values Must be Acknowledged by Today's Psychologists

By Rev. Fidelis M. Limcaco, O.Carm.

Mt. Carmel High School, Los Angeles 44, Calif.

■ Catholic education is based on the philosophical truth that to educate the whole man, we must give him real values, values that are necessary for his welfare and happiness. We must develop the intellect, but man is not all intellect. For his own good and that of society, the student's will power must be trained; and in training the will there is no substitute for religion. Moral and spiritual values are rooted in religion — and these values are essential to the perfection of the whole man.

Psychologists and psychiatrists are searching for therapeutic methods whereby the mental ills of today can be relieved. Mere humanitarian values are not enough, they claim, and a principle of sublimation must be found to raise man from the depths of his struggles.

Desperation moves men to discover the emptiness of human resources, and turns their attention to the divine source from which all our activities must draw light and inspiration. The night is passed and the day is at hand once we look to God's authority for the guidance that He alone can give us.

## Freud's Sad Mistake

Sigmund Freud, however, considered religion to be a universal obsessional neurosis. To Freud, religion was pure fiction, an illusion from which mankind must liberate itself. He came to this opinion about religion through his blind belief in the infallibility of his own method. His argument runs as follows: psychoanalysis has shown that God is nothing but the external projection of

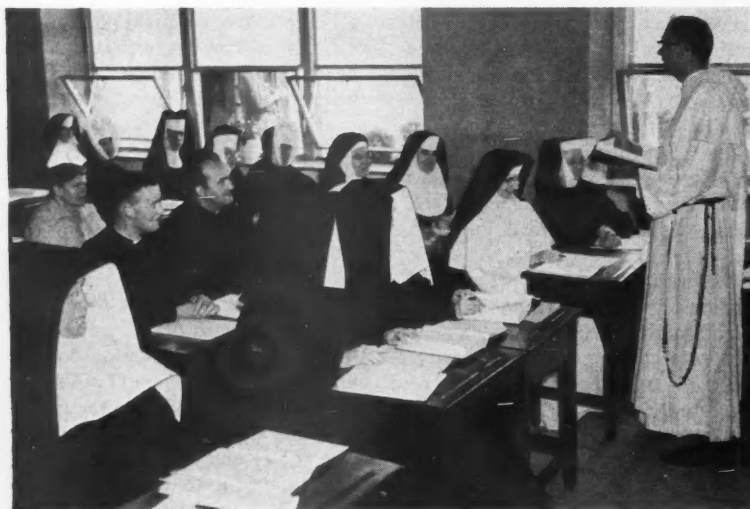
the early childhood image of the parent. If God does not really exist but is a figment of the imagination, then religion is pure fiction, and therefore, an illusion in itself.<sup>1</sup>

It is obvious that Freud rests his argument on the premise that psychology has once and for all solved all the tremendous problems of the existence of God and the origin of religion — a premise that few believe either inside or outside psychoanalytic circles. But Freud was so convinced that religion was the chief enemy of his system that he once said: "Of the three forces that can dispute the position of science, religion alone is the serious enemy."<sup>2</sup>

## Jung Does Some Thinking

One of the first to side with Freud's "really serious enemy" was his own pupil, Carl G. Jung. In his book *Modern Man in Search of a Soul*, Jung concludes that he would have few patients if people, after passing the age of puberty, lived up to the tenets the well-established religions have to offer.<sup>3</sup> And in an address to a group of Protestant ministers at Strasbourg in 1932, he also expressed his opinion clearly: "It seems to me," he said, "that the considerable increase in the number of neuroses has paralleled the decrease of the religious life."<sup>4</sup>

Jung's words are quite pleasant to hear, but let us not be so naive as to come to the conclusion that he means what we mean. Jung recognizes the need and value of religion as a therapeutic method, but it does not mean that he believes in God or religion in itself. Some say that he is a religious man and



— Photo by Koehne

Rev. Reginald Masterson, O.P., director of the graduate program in theology at St. Xavier College, Chicago, teaching a theology class. Sisters, Brothers, and laymen and laywomen are being enrolled for the 1960 summer session.

<sup>1</sup>Vanderveldt-Oldenwald, *Psychiatry and Catholicism* (New York: McGraw-Hill Book Co., 1952), pp. 177-178.

<sup>2</sup>*Psychiatry and Catholicism*, p. 178.

<sup>3</sup>Carl Jung, *Modern Man in Search of a Soul* (New York: Harcourt-Brace and Co., 1936), p. 264.

<sup>4</sup>*Psychiatry and Catholicism*, p. 179.

in fact thinks very highly of the Catholic Church, but he has as yet to proclaim any religious conviction. At any rate he comes close to the Catholic philosophy of thought.

In the United States, we also see a movement of co-operation between psychology and religion. Gregory Zilboorg, Joshua Liebman, Erich Fromm, Thomas V. Moore, and Karl Stern many be mentioned as men of science deviating from Freud's penny theology and recognizing the value of religious beliefs.<sup>5</sup>

William Menninger, for example, expresses the same esteem for spiritual values as Jung. He had this to say: "Christ Himself, centuries ago, laid down one of the principles of mental health that we now recognize as of paramount importance. Matthew, Mark, and Luke all quoted Christ when He said in effect: 'For whosoever will save his life shall lose it, but whosoever shall lose it for My sake shall save it.' That sentence condenses in a nutshell the attributes of a mature individual. Some men love others enough to derive some satisfaction from that (other) than being loved themselves. It is still a magnificent precept. If you can follow it, you will never live to make a date with a psychiatrist."<sup>6</sup>

### Mental Illness and Sin

Questions have been asked the psychologists as to whether or not mental illness is a result of sin. This view has been rejected by traditional psychiatrists and by a majority of their colleagues. Recently, however, the works of Baruk and Odier have once more raised the question: Can a guilty conscience cause illness? In other words, can a conscience, remorseful for having disobeyed its dictates or its Maker, cause mental illness or disturbances that can lead even to criminal acts? According to the findings of Odier and Baruk, there are actual clinical examples of cases brought on by conflicts between the desires of the unconscious and the censure of the super-ego enough in itself to cause neurosis. There are also some types of neuroses where this unconscious conflict is reflected on the conscious level by a conflict between the subject's behavior and his conscience. In both cases, complete cure was brought about only by the disappearance of the unconscious conflict and the setting in order of the conscience.<sup>7</sup>

<sup>5</sup>Psychiatry and Catholicism, p. 180.

<sup>6</sup>Dr. William C. Menninger, *Meet Your Mind*, recording of the Lewellen's Productions, 1947.

<sup>7</sup>Paul Cossa, "Guilty Conscience and Mental Troubles," in *Conflict and Light*, edited by Pere

**"Thou hast made us for Thyself, O Lord,  
and our hearts will never rest until they  
rest in Thee." — Saint Augustine**

### Sin Is a Spiritual Reality

The question of sin, however, tends to raise more difficulties between the psychiatrist and the theologian. They may find it easy to agree when the question is merely assessing the responsibility of the given subject or case, but sin is not just the object of psychological analysis or diagnosis; it is a spiritual reality whose recognition is essential to the Christian faith.

Sin is opposition to God and guilt consciousness is not only a pathological fact, it is also a fact of religious experience, and as such it demands a religious solution. More than biological ethics is required, for guilt-anguish touches a different plane altogether.<sup>8</sup>

We do not deny that in some cases, guilt-anguish, as a result of sin, may cause mental ills or disturbances. But we do deny the assumption that sin is just a figment of the imagination brought on by a supersensitive mind. The differences between the theologian and the psychologist can be ironed out easily if both recognize and respect the differences in their field. A religious solution can be given only to a spiritual phenomenon and biological remedies to pathological facts, but both can work together harmoniously to perfect man.

### Psychology Is Not Religion

A word of caution is also necessary in the interpretation of religious values or ideals according to psychoanalysts. Although many of them recognize the therapeutic value of religion, their concept of it is simply that of a tool they can incorporate into their services. Worse still, many of them hope that psychoanalysis will eventually be able to substitute for religion if it does not become a religion in itself.

What many of them do not yet realize is that religious convictions have no mental-health value unless the individual

Bruno (London: Sheed and Ward), pp. 83-94; Charles Henri Nodet, "Further Thoughts on Guilt and Mental Troubles," also in *Conflict and Light*, pp. 95-106.

<sup>8</sup>Louis Beirnaert, S.J., "Sin and the Christian Sense of Guilt," in *Conflict and Light*, pp. 14-25.

makes an honest attempt to regulate his conduct according to his belief. Religion is no substitute for psychiatry; when a person's health is broken down, pious exhortations will not cure it, but religion may provide a better plan for the future.

Religion teaches us to be altruists, to be devoted to something outside general sinfulness. There is a craving to particularize the guilt, to definitely get rid of the burden, and this impulse has been recognized through the centuries by the Catholic Church in her confessional.<sup>9</sup>

We should not be surprised at the fact that religion meets the natural needs of man and helps him to a life of mental health and happiness. God created us and our needs, and he created man's nature. And it should seem only consistent that the perfection of our natures should contribute to the perfection and welfare of our minds. This truth was ably expressed by the great St. Augustine when he said: "Thou hast made us for Thyself, O Lord, and our hearts will never rest until they rest in thee."

### Psychologist and Pastor May Co-operate

Religion cannot be considered in any way as the handmaid of psychoanalysis. Religion is an actual reality that existed long before any depth therapy. It would be very un-scientific for any branch of science to ignore this reality.

While different in many respects, psychology and theology are not exclusive of each other. The pastor and the psychiatrist can work together for the benefit of the same person. The work of one may supplement the other. But the necessary condition to such co-operation is that the psychologist or psychiatrist consider religion not as an illusion of therapeutic value but as a scientific fact. Only in this way can the entire man be helped, for he is made not only of biological components but of a spiritual entity as well.

<sup>9</sup>Rudolf Allers, "Some Psychological aspects of Confession," in *Conflict and Light*, pp. 51-82.

# Blessed Philippine Duchesne

A 19th Century Apostle  
of Catholic Education in America

By Rev. Thomas O. Hanley, S.J.



Blessed Philippine Duchesne

■ We know that the early decades of the nineteenth century were crucial for the Church in America. There were not many Catholics then, especially in the Middle West. But by midcentury, the Middle West became well populated with those from the eastern seaboard. Immediately there followed successive waves of European immigrants. Had not the Church heroes of the early century driven deep the foundation of Catholic education and other works, many Catholics entering this area would have lost the Faith. In some sections of the United States the Church was not so fortunate.

## The Call of America

Blessed Philippine Duchesne did not first enter a teaching order. Ste. Marie-d'en-Haut was a Visitation convent for contemplatives, not far from her native Grenoble, France. In 1787, at the age of eighteen, she became a novice at Ste. Marie. But in her writings she tells us that she had a great desire for the Church in America. By her prayer she would help America. The French Revolution in 1791 drove her from the convent which she never lived to see successfully reorganized. She returned to Grenoble. There she saw droves of children roaming the streets, neglected, especially in their religious training. Teaching won her heart, as she met

this imperative need of the Church.

In time she came to hear of the Religious of the Sacred Heart. This order had recently been founded by Ste. Madeleine Sophie Barat. All Blessed Philippine's plans for God seemed realized in it. She could dedicate herself to teaching and she might also hope to work in America, the land of mission promise. This was in 1804.

It was not until 1818 that she and her companions arrived in St. Louis. A school was begun immediately. Others soon followed so that in a short time the order was established in the Missouri settlements of St. Charles, Florissant, and St. Louis, and in Louisiana. Until her death in 1852 she labored ceaselessly in this apostolate.

## Pioneer Labors

The early nineteenth century lacked many of the comforts we take for granted today. Blessed Philippine and her companions found St. Louis in 1818 no exception. One convent would no sooner have all the cracks sealed than she would move on to establish another. This is but one way in which winter was a lifelong suffering for her. Add to this the back-breaking manual work which was ever making demands on the few free hours she may have had.

New enterprises are a real strain on the emotions. Blessed Philippine had

her share of these, too. She saw the future generation threatened by ignorance of the Faith. She dug deep for means to avert the catastrophe. Her holy desire was often frustrated when, limited by funds and personnel, she had to pass by an opportunity to expand with new schools.

The ideal school ever preyed on her mind. The reality she saw before her was crude and hopelessly inadequate. Depressed, as even the saints may feel at such times, she could not always see the future growth of the mustard seed she humbly sowed.

## We Need Her Inspiration

It is hoped that Blessed Philippine will soon be canonized. This event would have great significance for those who have sacrificed themselves to Catholic education. This includes teachers, religious and lay, and parents who have co-operated spiritually and materially with it.

Her life holds inspiration for them for they, too, have a frontier to face. The ideal of every Catholic in a Catholic school preys on their minds. Resources are inadequate and material sacrifices mount. Blessed Philippine's heroism is needed. Her conviction of a future gain, a greater Church, a fuller Christ in America must sustain Catholic teachers and parents.

# The Kerygma in Religious Education

## TO STIMULATE A VITAL FAITH

By Rev. Vincent M. Novak, S.J.

Fordham University, New York 58, N. Y.

Religious education in America today is in ferment. The catalyst is a theological import from Europe called the "kerygma." Parish priests are alerted to make their convert instructions kerygmatic;<sup>1</sup> religion teachers at all levels labor to vitalize their courses with kerygmatic emphases;<sup>2</sup> more and more laypeople are making earnest inquiries: What is this kerygmatic business? What does it mean for the education of my children? How does it affect the Confraternity classes I hope to teach? It would seem worthwhile, therefore, to explore the root and fuller meanings of the kerygma, particularly in its relation to religious education.

Historically the kerygma is nothing new. In its earlier forms it is much older than the Church. Ancient Homeric literature features the "kerux" as a herald of gods and kings, the confidant of sacred repute who served as intermediary between royalty and subjects. In the Old Testament, Isaiah<sup>3</sup> transmits a similar Hebrew tradition later to be picked up by St. Paul. The popular Greek of the New Testament is strong on the "kerux" tradition, recording the Greek verb "kerussein" 61 times. It is evident, therefore, that to the Greek-speaking Christians of the early Church the "kerux" by tradition was recognized as the herald who would stand before the crowds in the town square to proclaim solemnly in the name of his lord an event significant for the future destiny of all. Even the Romans sent out imperial heralds as St. Luke's Gospel chronicles, "a decree went forth from Caesar Augustus that a census of the whole world should be taken."<sup>4</sup> We are

reminded here of the early American town crier, but the ancient Greek office meant much more than that. The herald was not a glorified newscaster, but an intimate associate of royalty and divinity, a man inviolable by his sacred office, commanding the prestige of the lord he represented. The proclamation announced by this herald was the "kerygma."

### The Kerygma of Christ

In New Testament usage a still richer meaning brims over into a scriptural synonym, "euangelion," literally "good news." And so St. Matthew relates that the prophet-herald, John the Baptist, arrives in the wilderness of Judea "kerusson,"<sup>5</sup> i.e., proclaiming solemnly in the name of God that "the kingdom of heaven is at hand" while St. Luke tells us that the Baptist "euangelizeto,"<sup>6</sup> i.e., heralded good news. Such was the evangelical kerygma of John the Baptist announced to the Messianic-minded Jewish world. But John's message, as with all Old Testament prophecy, was only in promise. It is at a new stage of the kerygma in the synagogue of Nazareth that Jesus Christ publicly proclaims Himself the fulfillment of these good tidings. He dares to take to Himself the prophecy of Isaiah, "The Spirit of the Lord is upon Me. . . ."<sup>7</sup> He had come as prophesied by Isaiah "to bring good news to the poor," thus heralding the Kingdom of God to all, the event of pivotal significance for the destiny of mankind.

### Kerygma Proclaimed by Apostles

In the line of this kerygmatic tradition taken up by St. John the Baptist and fulfilled by Christ Himself, it was St. Peter, the first Pope, who initially

proclaimed the message of good news as it was to live on in the Church of Christ. If we wish to understand the meaning of the kerygma in New Testament Church traditions, the second chapter of Acts sets the pattern. Filled with the Holy Spirit, Peter braved a hostile crowd gathered in the public square to preach to them the heart of his kerygmatic message, Jesus Christ. From that first Pentecost the kerygma took on a fixed schema which formalized the belief of early Christianity: Christ promised—Christ come from the Father, crucified, but gloriously risen—Christ living on in His members—Christ triumphant on Judgment Day. The Apostles, Christ-appointed messengers of this good news, broadcast the kerygma to the ancient world. St. Paul, herald extraordinary, re-echoes the essential kerygmatic content in his letter to the Corinthians, "For I delivered to you first of all, what I also received, that Christ died for our sins according to the Scriptures, and that He was buried, and that He rose again the third day,"<sup>8</sup> and then equates his mission with kerygmatic proclamation in his words to Timothy, "But the Lord stood by me, that through me the preaching of the Gospel might be completed, and that all the gentiles might hear. . . ."<sup>9</sup> Paul was fully conscious that he was here voicing the Hebrew tradition recorded by Isaiah of evangelists "who bring good tidings . . . and preach salvation."<sup>10</sup>

So much for the kerygma in its root meaning, its profane and Biblical developments. A puzzling ambiguity, however, strikes us in this article as we juxtapose this kerygma of the Apostles and religious education as we know it today. It would appear that the kerygma hardly falls within the area of education as such. Isn't education a calm, systematic transmission of knowledge?

<sup>1</sup>Killgallon, James, and Weber, Gerard, *Life in Christ* (Chicago: 720 N. Rush St., 1958), 286 pp.

<sup>2</sup>Jungmann, Josef A., S.J., Translated by A. N. Fuerst, *Handing on the Faith* (New York: Herder and Herder, 1959), XIV + 445 pp.

<sup>3</sup>Isa. 52:7.

<sup>4</sup>Lk. 2:1.

<sup>5</sup>Mt. 3:1-2.

<sup>6</sup>Lk. 3:18.

<sup>7</sup>Lk. 4:18 and Isa. 61:1.

<sup>8</sup>1 Cor. 15:3-4.

<sup>9</sup>2 Tim. 4:17.

<sup>10</sup>Isa. 52:6-7.

But Peter proclaimed Christ to hostile Jewish crowds much as the sacred herald of old and not in the manner of a classroom professor. Paul sought out the pagan Mediterranean world, challenging cynical intellectuals at Athens and clashing with idol worshipers in Ephesus. What then explains the valid connection between the kerygma and religious education? A clue to the answer is found in a revolutionary development in the history of the Church's pastoral practice.

### Teachers Proclaim the Kerygma

In the early days of the Church it is evident that the kerygma proclamation was directed to the nonbaptized as a missionary effort. Peter, Paul, and all the Apostles carried the Christian Message to Jew and gentile with this objective: a conversion of heart, the Greek "*metanoia*," which would lead to baptism and Christian living. It was only in later centuries that the growing custom of infant baptism became standard practice in the Church. The point to be emphasized is the complete reversal of order in the pastoral task: infant baptism, then instruction, and lastly (at least in theory) conversion, or more exactly ratification and acceptance of the baptismal gift of faith. Unlike the earlier practice which expected mature conversion of heart from the adult convert before baptism, the infant is gifted with the virtue of faith sacramentally without any mature conversion. This free and mature acceptance of faith can at best be hoped for as a matter of course in later life. It is precisely in the objective of this faith acceptance freely given that educational and kerygmatic objectives must cross. A further analysis of what we mean by mature faith acceptance is in order, with some pertinent reflections for our educational task.

The objective of both religious education today in America and the kerygmatic crusade of apostolic times, though different in mode of expression, is the same essentially: to stimulate a vital faith. When Peter heralded the good news of salvation to the Jerusalem crowds on the first Pentecost, he called for a double faith response: (1) intellectual acceptance of the Christian message on the testimony of the God-Man, Jesus Christ, and (2) (in no way to be slighted by an unbalanced stress on the first) the conversion of heart, the Greek "*metanoia*," with full personal commitment to Christ. The call to Christian faith thus addressed to each individual

man and woman in the crowd pierced through the outer rim right down to the core of each human personality, the intellect and will. In like manner, it must be strongly emphasized, the religion teacher should aim at the identical double faith response. As a herald of God in the classroom, commanding the sacred prestige of the Lord he represents, he must cut through the classroom formalism of just passing on another body of knowledge to be given back by rote with limited understanding and even less personal concern and try to reach the depths of consciousness where the authentic person resides. The barren conformism of sheer memorization will never reach that inner sanctum, but the religion teacher wields an instrument "keener than any two-edged sword": God's Eternal Promise, the apostolic kerygma.

Of course the teacher should not "preach," least of all in the trite and colorless sense the word is used nowadays; he is a teacher, not a preacher. Just as Christ proclaimed the same message, now standing in the style of a preacher, now sitting in the manner of a teacher, so the religious educator can adapt himself to the approach symbolized by the latter posture, and yet proclaim the good news in strong, authoritative, magisterial tones. These are not just another set of facts to remember, but the magnificent invitation to share God's Trinitarian life through and in Jesus Christ. The beautiful unity of God's Christocentric plan must crystallize in the students' minds as the redemptive economy unfolds in Scripture, all to be re-presented afresh in the medium of liturgical study. When the actuality of an encounter with Christ takes place in Scripture or liturgy or due to the witness of the teacher himself, the teacher's share in the ultimate objective has been accomplished. Whether the response to that encounter is favorable or not is a matter of grace and co-operation therewith, not of the teacher's pedagogical skills.

### Students Need the Kerygma

The relevance of the kerygma to religious education is valid, indeed necessary. Infant baptism does not dispense with the conversion of heart and faith commitment sought by the Apostles from adult converts. It is the experienced belief of religious educators in the modern catechetical revival that kerygmatic content and personalized teaching can evoke a similar honest response from our maturing students.

Since this faith response may be stimulated at any time or any number of times in a person's life, it will be of interest to conclude with some psychological aspects of this religious conversion in the practical order of human experience.

### Faith Encouragement

Religious psychologists<sup>11</sup> have written penetrating studies of this faith response, religious conversion in our broad sense. Since faith, as emphasized above, is an intensely personal engagement of the whole man, there obviously is no such thing as a fixed time or even normal time for faith acceptance of this type. As spiritual personalities differ, so the intimate experience of any spiritual crisis comes at different times in different places to different people. Ordinarily, however, it can be said that a child does not encounter a real crisis in this radical sense of a mature, responsible decision for the reason that a mature personality has not as yet formed psychologically. Faith engagement in our sense is an affair for reflective and responsible persons, young or old. The surging years of adolescence, on the other hand, when youth pushes out the horizons of his world, is a critical stage for many. In craving self-assertion and development youth feels a compulsion to break from the protective bonds of childhood in order to become master of his own destiny. It is imperative that the adolescent in this stage find in the religious realities of his faith the proper field for full expression to this surge of life. Faith can be tossed aside with all the other trappings of sheltered childhood unless the youth sees its relevance to the new experiences which have burst in upon his hitherto peaceful world of games and schoolwork. But if the risk is higher at this age, the potential for magnificent development is higher, too. This age of idealism and enthusiasm often nurtures a splendid heroism in full commitment to the call of faith. Perhaps later, post-adolescence will strike a sour note as this earlier idealism clashes in the boy's consciousness with the disturbing disillusionment of life's realities. But it is here that the true fiber of earlier faith commitment is bared. If the young adult can survive this test of strength, he will come out of the crisis a man of toughened faith; if he collapses beneath the pressure, his marriage may find him a cynic smiling

<sup>11</sup>Cf. Mouroux, Jean, *Je crois en toi* (Paris: Les éditions du Cerf, 1948), 120 pp.

Guardini, Romano, *Vie de la foi* (Paris: Les éditions du Cerf, 1958), 124 pp.

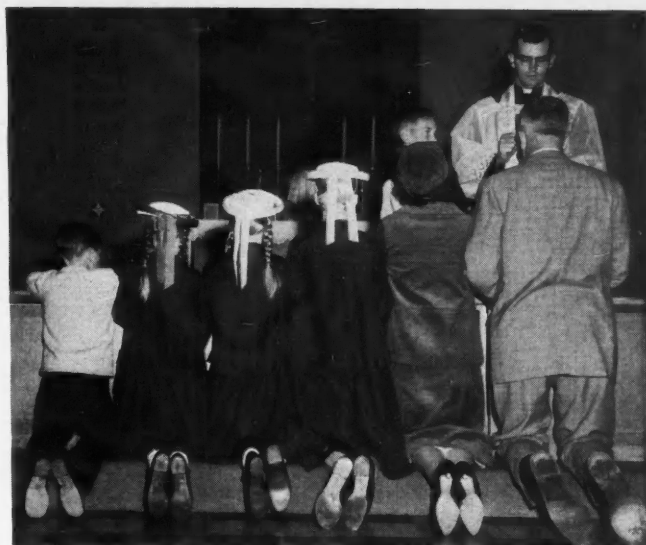
contemptuously at the idealism of his earlier faith.<sup>12</sup>

### The Mature Spiritual Decision

In the conformist society of America today still another possibility looms ominously. Since in religious matters conformity dictates a sociological or traditional adherence to some faith or other, we live in the perfect atmosphere for a continuing postponement of mature spiritual decision. External observance at times cloaks a deliberately protracted habit of sin or brainwashes a modern pagan into thinking he is fulfilling at least the minimum of God's Will. Religiously immature individuals can put off any bona fide commitment of faith even beyond marriage and fatherhood. But somewhere, sometime, in the intimacy of a spiritual moment occasioned perhaps by a family tragedy, perhaps by the prospect of a forbidden marriage, perhaps by a personal brush with real holiness in the sacrifice of a friend, the crisis will catch up and with a new intensity force the dreaded choice of faith commitment or denial.

And religious education, what role must it play in these hours of decision? Actually, whether a crisis hits at the age of 12, 18, 24, or 30, whether it hits once with definitiveness, as often with choice of vocation, or plays itself out in a long series of dramatic decisions as, for example, in endless temptations to impurity, religious education has no immediate role to play. It either has already bowed out of the picture as with adults or, in the case of a student faced with mature decision, must withdraw to the wings while the drama of faith ensues. Only the long preparation for this moment or moments, patient and painstaking, will come remotely into play as the individual weighs his own mature decision of faith. Parent, nun, priest cannot enter into the intimacy of this meeting between God and man. They can rejoice in this hour or stand repudiated and rejected together with the Lord they represent. As God's spokesmen, they have heralded the cry of "good news" in the great tradition of St. Peter and St. Paul, "some seed fell by the wayside . . . and other seed fell upon the rock . . . and other seed fell among thorns . . . and other seed fell upon good ground, and sprang up and yielded fruit a hundredfold."<sup>13</sup>

<sup>12</sup>Cf. Liégé, A., O.F., *Adultes dans le Christ* (Louvain: La Pensée Catholique, 1958), 83 pp. <sup>13</sup>Lk. 8:4-8.



**FAMILY COMMUNION CRUSADE**

The Donald Graham family of Wantagh, N. Y., is one of many Catholic families participating in this international movement to receive Holy Communion every month, as a family. From left are: Pamela, Barbara, Jane, Marian, Mrs. and Mr. Graham. Another son, Donald, Jr., assists Rev. Bernard Ryan of St. Frances de Chantal Church.

Have you ever asked why we need

## HOME-SCHOOL Associations?

By Mrs. Henry T. Clark

Vice President, Home and School Associations, Diocese of Wichita

■ To the parent who wishes to be an active, informed participant in the training of his child, and to the teacher who wisely welcomes the co-operation that only a parent can give, the need is almost self-evident for a method of frequent meeting which can accommodate all the parents at a minimum of time expenditure for the teacher and parents. While this contact probably could be arranged by setting aside a time for special conferences, the home-school meeting adds the invaluable service of keeping parents informed on the educational aims and methods of the school and how best they can help their children to progress. An enthusiastic home-school organization will teach the child that the thought of the home and school

are one; it will give the teacher a better knowledge of the home's assets; and provide the parents with a better understanding of the norms and goals of the school. What hope of realistic achievement can we have when home and school are separate, even alien, worlds?

### A Needed Organization

A glance at a typical year's suggested program<sup>1</sup> put out by the Federation of Home and School Associations for the Diocese of Wichita for the guidance of its member groups shows the type of fare presented at home-school meetings: September, a panel discussion of

<sup>1</sup>Based upon suggestions regularly supplied by the National Council of Catholic Women.

the role of parents in Christian education, led by a priest, a Sister-principal, and a parent; October, a discussion of the why and wherefore of adoption of new textbooks, by a diocesan supervisor; next, a discussion by a priest on Catholic sex education; the use in teaching of tape recordings and educational television; a demonstration of a school lunch program. . . . These and other similar subjects of interest to parents and educators fill the home-school calendar and are worthy of the time allotted to their study.

Where parents, both fathers and mothers, are actively interested in a home-school group, they become familiar with the problems confronting the school and with the problems the children must surmount. They become thereby better able to assist when and where needed, either at home or at school, and are prepared for that assistance before the need arises. Inevitably, they become better parents. The child, too, through the joint efforts of teacher and parents, is given every chance to succeed; he takes pardonable pride in the fact that his parents are a part of the school scene; that his teacher can count on them for extra-curricular needs; his horizons are unclouded and pleasant. If he should incline toward trouble, scholastic or moral, again his three closest allies present a united front for his guidance.

### Abuses of Home-School

To the objection that home-school activities might lead to unwelcome interference in school affairs, it can safely be said that every human organization has faults. There are always a few persons who may sometimes forget the obligations of charity, courtesy, and the democratic procedure and do the cause of unity untold harm. The floor of a home-school meeting is *not* the place to challenge a teacher on a classroom incident. A private chat with the teacher is indicated in this case, and the approach should be ever courteous. My attitude will be that my child is not perfect, and if he needed correction I am happy that it was given. How much better to say, "Sister (Miss Smith), I understand Johnny was having trouble at school yesterday. What can I do to help correct the matter?" than, "What's this about my Johnny's being punished yesterday for nothing at all!" Teachers hear both approaches in the course of a year, and fortunately the former much more frequently than the latter. Most parents are anxious to help the teacher

## A Catholic Teacher

- A** Ambitious and energetic in her teaching.
- C** Christlike in her attitudes and respect for children.
- A** Approachable by all and at all times.
- T** Theocentric — with her only desire to please God.
- H** Helpful, especially to the backward.
- O** Optimistic, especially in failure.
- L** Liberally educated.
- I** Integrated in personality.
- C** Charitable in her dealings with all.
- T** Trained in self-control.
- E** Ethically sound in all things.
- A** Amiable and even tempered.
- C** Consistent in her pedagogical demands.
- H** Honest in word and deed.
- E** Edifying in her example.
- R** Ready to admit her mistakes, to give credit, to listen, and to be interested in the important nothings of a child's world.

— Sister M. Ermelle, F.S.P.A.  
St. Charles School, Genoa, Wis.

with their children; they recognize that their children have faults and that these faults are not miraculously shed upon entering the classroom.

To repeat, a home-school meeting is not the place for a discussion of this kind, but where such an incident has taken place the faculty sometimes refuses to attend further meetings, at best agreeing to meet the parents individually in their respective classrooms. Even one such affront to a faculty is a story that spreads far and wide, and prejudices others from establishing what could be a very worthy and helpful group.

Nor is a home-school meeting the place to vote upon policies of the school, set up by pastor and principal, referring to the operation of the school or its curriculum. Pastor and principal rightly control these functions of the school by virtue of their special training in their fields, as well as an over-all knowledge of the needs of the entire student body and the optimum functioning of the faculty. Since they assume the burden delegated them by the parents, they must assume the authority to make

certain necessary rules for the general good and require compliance. Interference of parents in school operations is a primary dread of pastors and principals in the establishing of a home-school organization, whereas interference of this kind is certainly not the function of any home-school association, and will never be a part of one that is fully instructed as to its function. It is sad indeed that a relatively few people and a few unhappy incidents have deterred others from establishing an organization of proved merit.

### Necessary Co-operation

When joined in the common desire to serve God, Catholic parents work with dedicated nuns and lay faculty for the good of their children; the success of the venture is assured. In mutual charity, the teacher gives her best efforts to bring that child closer to God and to a better understanding of the rules of life; the parents share her efforts by moral and verbal support, their own example in the home, and wholehearted co-operation at school whenever needed.

Teachers must never criticize a parent to children. They know that the child loves and cherishes his parents above all others, and therefore the teacher constantly builds on this love and seeks to extend it. The child's desire to be a credit to his parents, to make Mom and Dad "proud" of him, is one of the most powerful tools in his formation.

What a joyous world this would be if parents observed the same rule of tongue! The love and respect that a child naturally gives and wants to give to his teacher is often impaired by a thoughtless remark from his parents, and her ability to help that child is proportionately decreased. The child is thrown into conflict in his loyalties and the consequent choice of a side leaves the future influence of the loser diminished. Parents should seriously reflect upon the fact that, when they question the authority of the teacher before their children or openly oppose it, it will not be long before the children question their own authority and that of any other person who must command them.

By showing respect for the teacher before the child (and saving differences of opinion for her ears alone at some future meeting) the parent safeguards the teacher's influence for good with his child, preserves his own authority, secures mutual good will, and best of all brings that greater measure of charity to a blessed partnership under God.



Try to arrange a Holy Mass at a time when kindergartners can attend with their families.  
Ask parents to help them in following the priest.

## RELIGION in the Kindergarten

### Part VIII: For April — Easter and Spring

By Sister M. Agnes Therese, I.H.M.

President, National Catholic Kindergarten Association,  
Gesu Convent, Detroit 21, Mich.

■ Last month we considered some of the ways by which children might be led to imitate Christ in His passion during the holy season of Lent. The pamphlet, *Lent and Holy Week in the Home*, published by the Liturgical Press, Collegeville, Minn., carries many excellent suggestions for Lenten practices which zealous teachers may be able to promote in the home.

A parents' meeting during which three or four couples carry on a panel discussion about what they have found helpful in their homes may be of help to parents who have not yet imbibed the spirit of liturgical family living or who are afraid of what visitors to their homes may think or say.

Some of the practices which we might carry on in school are: (1) allowing the children to color stones on a large hill scene as a reward for performing special acts of kindness, obedience, helpfulness,

self-sacrifice, and permitting them, after the hill is entirely colored, to attach a large crucifix at the top of the hill as a sign of the help they have given Christ in His members; (2) giving the children smaller similar charts which may be colored at home with the reward of a small plastic crucifix at the end of Lent; (3) urging the children to earn money as they did during Advent, this time to help ransom pagan babies or send to the missions. Charts of their daily offerings may be kept with a star reward for those who have brought their pennies every day for a week. A good practice is that of having the children tell how they earned their money, as this stimulates others to generosity and gives them ideas of what they might find to do as extra jobs around the home; (4) habituating the children to offer their prayers, hurts, sacrifices, sickness, etc., for special intentions. These intentions

may concern the school, some person who is very ill, children from the class who are sick, the missions, etc. In this World Refugee Year, might it not be well for all our children to keep these unfortunate children refugees in their prayers, and perhaps set aside a part of their mission earnings for them? Our present Holy Father has revealed how dear these children are to his heart. He has pleaded that we close not our hearts to their needs. In a radio message which was broadcast on the day of the opening of this World Refugee Year, His Holiness Pope John XXIII gave his whole support to this initiative. After reiterating Christ's words, "I was a stranger and you welcomed Me, naked and you clothed Me, a prisoner and you visited Me," our Holy Father pleaded, "that all work, according to their means, to assure a better gate for their unhappy brothers, remembering that their attachment to the Church and to Christ has not been unrelated, in many cases, to their present distress. And if one or the other — God forbid — be tempted to close his heart to this appeal, let him remember the grave warning of Our



These children display the Easter Lily spiritual bouquets they made for their parents.

Predecessor: "And you, who remain unfeeling before the suffering of the refugee, wandering without a home, should you not feel a kinship with him, whose miserable lot today may be yours tomorrow?" (Quoted from a letter sent out from the International Catholic Child Bureau [Paris, September 25, 1959] to national organizations working in liason with the I.C.C.B., in regard to The World Refugee Year.)

If our children, in school as well as in their homes, have been working as a part of these two units, trying to live the spirit of Lenten sacrifice in preparation for the experiencing of true Easter joy, Easter will be for them what it really ought to be—a time of spiritual exaltation in the glorious resurrection of Christ.

Spring, with its manifold manifestation of new life in twig and bud and flower, in the release of the butterfly from its chrysalis and the moth from its cocoon, in the hatching of baby birds and chicks, and in the birth of baby pets, may become for the child a symbol of the resurrection of our Lord and our own arising to a new life in Christ. New and surprising beauties of nature help to awaken our intellects to a deeper appreciation of the unseen beauties of the soul, permeated with the refreshing graces of God's love.

Since Easter and spring are so closely correlated, we shall not separate the teaching suggestions. Teachers will differ in their approach and method of study.

#### POINTS FOR TEACHERS

A. The true meaning of Easter: Christ arose from the dead; He fulfilled His promise; He proved that He was God.

1. Preparation for Easter

a) Jesus began His public life with the thought of His passion and death always before Him. He came to do His Father's will. Jesus' baptism was a promise to do hard things for souls. Jesus' temptation taught us that we must fight against satan.

b) Each miracle that Jesus performed increased the faith of the people, especially that of His Apostles.

c) The virtues practiced by Jesus have been imitated by all the saints. We, too, will imitate these virtues out of love for Jesus. We shall: do hard things for others out of love for Jesus; answer 'yes' to God by obeying our parents, our teachers, etc.; think of kind things to do for others as Mary and Jesus did at Cana; love and care for the sick at home, for those who get hurt; imitate the faith of the Centurion by believing that Jesus can do all things; learn and love the Our Father as the prayer Jesus taught, increasing, through this prayer, our knowledge and love of the Mystical Body; thank God for His gifts as did the Samaritan leper made clean; desire the food which Christ promised, His own body and blood; try to grow in the practice of kindness, generosity, devotion, courage to do what is right, through devotion to the passion; acquire some knowledge of the meaning of the Mass—the giving of the *Perfect Gift of Jesus* to God.

d) The significance of receiving ashes on Ash Wednesday—a reminder that our bodies are going to turn back into dust, that our souls are the more important part of us, that we must always keep them beautiful so as to be ready for heaven.

e) The resurrection—the final proof of Christ's divinity.



After reading a story on "Bunny Hopwell's First Spring," the class wrote a poem about it for the bulletin board.

B. Spring: That time of year when growth takes place and the world breaks out into all its beauty. New life is manifested in trees, flowers, birds, baby animals, butterflies, etc.

1. Where to look for new life.
2. Different kinds of flowers, trees, birds, animals, etc.
3. The habitat of little animals: (a) rabbits—if possible examine the furlined nest the mother rabbit prepares for her young; (b) birds—advertise for different kinds of nests; watch birds build if possible—note their perseverance in bringing scrap after scrap until the nest is finished; put out string, pieces of cloth, crumbs, etc. for the birds.
4. The various kinds of seeds and bulbs.
5. The caterpillar—the emerging from a chrysalis or cocoon: (a) moths and butterflies—note distinctions.
6. Make and study the garden.

#### POINTS FOR DISCUSSION

A. Why did Jesus suffer and die for us?

1. He loved us.
2. He wanted to open the gates of heaven.
3. He wanted to live with us in His sacramental presence and help us become saints.

B. What can we do in return for all Jesus did for us?

1. We can do hard things in union with Christ, to help the Church.
2. We can practice the virtues Jesus practiced—in our little way.
3. We can earn money for the missions by doing extra work.

C. The spiritual meaning of various Lenten and Easter symbols.

(See *Lent and Holy Week in the Home, Holy Week and Easter*, Liturgical Press, Collegeville, Minn.)

1. The ashes—symbolic of the death of the body.
2. Palms—a sacramental for bringing blessing and protection.
3. Spring cleaning—preparing the home for the greatest feast of the year.
4. Holy Week—a time of quiet, recollection, and prayer.
5. New clothes—symbolic of Christ's resurrection and the joys of Easter.
6. Easter Lily—beauty symbolic of Christ's purity and the purity of our souls.

D. Signs of spring.

E. Spring clothing, spring games, spring fun.

## SOURCE MATERIALS

### A. Stories

1. Refer to March and April *Little Mine* and *Mine I* magazines for stories relative to preparation for Easter and spring.
2. Burgess, Thornton, *How Peter Cottontail Got His Name*, Wonder Books, New York.
3. ——— *Peter Rabbit and Reddy Fox*, Wonder Books, New York.
4. ——— *Little Peter Cottontail*, Wonder Books, New York.
5. Brown, Margaret Wise, *Pussywillow*, Simon and Schuster.
6. Dugo, Andre, *Joe the Bluejay and Carl the Cardinal*, Henry Holt.
7. Duplax, Lily, *The White Bunny and His Magic Nose*, Simon and Schuster.
8. French, Gillette, *The Song of the Little Brown Bird*, McLaughlin Bros.
9. Friskey, Margaret, *Johnny and the Monarch*, McLaughlin Bros.
10. Parker, Bertha, *Spring is Here*, Row, Peterson and Co.
11. Potter, Miriam Clark, *123456789 10 Rabbits*, Wonder Books, New York.
12. Langstaff, John, *Over in the Meadow*, Harcourt, Brace, Inc.
13. Tresselt, A. and D., *Hi, Mr. Robin*, Lothrop, Lee.
14. Golden Books, *Golden Book of Flowers*.
15. ——— *Golden Book of Birds*.
16. Religious Stories in *All for Jesus*, Follett Pub. Co., Chicago, Ill.

### B. Poetry

1. Jones, Jessie Orton, *Secrets*, Viking Press.
2. Tippet, James, *I Know Some Little Animals*, Viking Press.
3. Almost any book of poetry contains good spring selections.

### C. Songs

1. Oh, Happy Easter Day, *Romp and Rhythm*.
2. Hop, Little Bunny, *Songs for the Nursery School*, Willis.
3. Waddling Ducks, *Songs for the Nursery School*, Willis.
4. Easter Bunny, *Happy Songs for Happy Children*, Schurmer Inc., New York.
5. Spring is Here, *Songs for the Nursery School*.
6. Spring is Here, *American Singer*, American Book Co.
7. Planting My Garden, *American Singer*, American Book Co.
8. *Easter Bunny*, by Sister Agnes Therese, I.H.M.  
Easter Bunny, Easter Bunny, where are you?  
1 1 3 3 1 1 3 3 4. 3.  
1...
- Here I am, here I am, How do you do  
7. 2 2 7. 2 2 4. 3 2 1 3.  
Easter Bunny, Easter Bunny, what can you do?  
1 1 3 3 1 1 3 3 4. 3  
2 1...
- I can flop my pretty ears, and hop for you.  
7 2 2 2 1 2 2 2 4. 3  
6

This song can be changed to almost any animal, flower, etc., i.e., Robin Redbreast—I can spread my pretty wings and fly for you. Easter Lily—I can grow and grow and grow for you. It is very adaptable for dramatization, two-part singing.

### D. Rhythms:

Waddling ducks, scratching chickens, growing flowers (waving, turning, twisting, bending), flying birds, hopping bunnies, etc. Easter parade, picking flowers, planting a garden, rowing boats, jumping

rope, swinging, roller skating, bicycle riding, fluttering wings like a butterfly.

### E. Games

Improvise known games to correlate with the unit. Oh, do you know the Easter Rabbit? Ten Little Rabbits, Birds, Flowers, etc., Did You Ever See a ———?, Musical Chair.

### F. Experiences

Walking in the woods, looking for flowers, animals, etc., watching for tadpoles, learning names of flowers, birds, animals, visiting the museum or zoo, planting a garden.

### G. Science

Examine the inside of flowers, watch a sweet potato in water; cut off carrot tops, put in water, and watch sprout; care for a duck, chicken or rabbit in school.

### H. Manipulative Activities

Free hand cutting of rabbits, flowers, birds, animals, butterflies, either by folding the paper and cutting a symmetrical picture or by cutting without folding. Paint spot flowers and designs, by blotching the paper with paint and folding it.

Paint or color scenes and paste on 3-d cuttings of birds, flowers, bushes, etc.

Cut out a 3-d Easter Lily. Use as a spiritual bouquet for parents. It may be put in a clay-molded, painted vase, or just wrapped in colored paper.

Make collages of pussy willows, using a real stem and cotton pussies.

Construct an Easter basket, insert colored eggs or flowers. Mold clay baskets and eggs, color when dry.

Using a piece of crepe paper, gather it in the center forming a butterfly. A pipe cleaner will serve for body and antennae. Spatter paintings of flowers, birds, trees, etc.

Paper bag bunnies. Make face, stuff bag with paper, staple on ears, use cotton for tail and paws.

Balloon bunnies and birds. Blow up balloon, twist to separate head from body, add tail, ears, etc., with scotch tape.

Clothes pin bunny heads inserted in a nest of jelly beans. Scribble designs.

### I. Kindergarten Reading Readiness

Books are a matter of much discussion among kindergarten teachers. There are circumstances, such as very crowded rooms or too many children, which might make the use of these as well as number readiness books almost a necessity. Under any circumstances, the kindergarten teacher should take care not to place the children under strain. Their small muscles are not ready for any type of fine co-ordination. It is far preferable that they be left free to exercise large muscular movements. Their eye-hand co-ordination is not in most cases developed to a point where printing of lower case letters, drawing of small figures, or coloring of detailed pictures should be expected. Where reading readiness books are used, these types of experiences should be kept at a minimum. Sheets which demand them could be discussed and the hand work be omitted. As a substitute for such books, where the teacher feels her children are definitely in need of such materials, large sheets of newsprint would provide ample space for drawing and coloring of large objects, and the creativity of the child be challenged rather than his ability to copy what an adult has placed before him.



Sister M. Patrice, O.S.F., a secondary consultant in the Milwaukee Archdiocesan school system, received a citation from the American Economic Foundation during the recent American Association of School Administrators convention. Dr. Ben Wood of Columbia University presents the award, while other recipients look on: Mrs. K. Baker of North Carolina, Miss K. Stewart of New York, and Dr. William Story of Virginia. At the meeting, Sister read a paper on "Is Economics a Stepchild in Our Schools?"

By Sister Margretta, O.S.B.

College of St. Benedict, St. Joseph, Minn.

Sister Margretta, O.S.B., professor of German at the College of St. Benedict, St. Joseph, Minn., is convinced by her experience in teaching third and fourth grade children German that languages are learned most easily at an early age. She used the *MLA Teacher's Guide Beginning German in Grade Three*, modifying it as was necessary.



A fourth grade class receives new German readers.

## Teaching GERMAN in Elementary Grades

■ Enthusiasm reached a high pitch in the fourth grade of St. Joseph School, St. Joseph, Minn., after Easter vacation last year when the children received their first German readers. After spending three semesters in learning oral German, these fourth graders began to coax and beg, "When can we read German?" This was the time to introduce them to reading the language they had learned to speak and understand. After careful investigation of several readers published in Germany, *Mein erstes Buch* from the *Bayrischer Schulbuch Verlag* in Munich was chosen. It is used for the first school year in Bavarian schools. Its format is attractive and its many colored pictures appeal to the children. However, what delights them most is the fact that they are able to read with comparative ease. At the same time they invariably recognize and understand new words and phrases from their context or from picture illustrations. Being able to read has given the children a sense of accomplishment and success in their study of a foreign language. It is expected that they will be ready to write German in several months.

### Project Begins in Third Grade

When these children were third graders they began to learn German. Every child in the class participated in 20 minutes of German instruction daily, regardless of class average, I.Q., or reading ability. The aural-oral method was used exclusively during the entire year. The children were receptive and eager from the beginning, and after a

year and a half of oral German asked to read it.

Study of the language was begun in a simple way. Common German greetings, the children's names and ages, familiar phrases, questions and answers were studied and memorized during the first months. The children identified and described in German the articles in the classroom and learned a number of counting out rhymes as well as many easy little songs. In one or two class periods they mastered the round *Bruder Jakob* perfectly. The same can be said about little ditties like *Alle meine Enten*, *Mein Hut der hat drei Ecken*, *Kommt ein Vogel geflogen*, *Backe, backe Kuchen*, the German ABC song, and many others.

### Children Dramatize the Play Games

Often an opportunity was provided for the children to pantomime or dramatize what they recited or sang. They found actions for every melody or poem and performed before their classmates without any inhibitions or embarrassment, each trying to outdo the others in originality. Impromptu conversations between two children served to create good practice or review situations. However, guessing games were by far the most popular avenues of learning. For example, one child in front of the class would ask, "Wo bin ich?" (Where am I?) and the class guessed, playing verbal hide and seek. The child who guessed correctly would then be permitted to "hide" and ask the same question. In this way the children quickly and pain-

lessly learned names of places in the city, on the farm, in school, and at home.

The same was done with questions like "Was habe ich?" "Woran denke ich?" "Wie komme ich in die Schule?" (What have I? About what am I thinking? and How do I come to school?). Their vocabularies increased by leaps and bounds in this enjoyable way. It was humorous when the boys insisted they came to school *im Hubschrauber* or *im Flugzeug* (helicopter or plane) or when they continually "hid" *im Wolkenkratzer* or *im Heustall* (skyscraper or hayloft). The longer and harder the foreign words and the greater the challenge their pronunciation offered, the more eager the children were to master them.

Two games which the children took with them to the playground were *Ringlein, Ringlein, du musst wandern* and *Haeslein in der Grube*. In the former the children are in a circle and pass a ring from one to the other, while the child in the center guesses who has the ring when the song is ended. In the latter the child in the center of the circle represents a sick rabbit which gaily jumps up when the children sing "Haeslein, huepf!"

*Bruederchen, komm tanz mit mir* from *Haensel und Gretel* was another great favorite of the children. While two or three couples danced, the class sang. Sufficient practice was provided to make the learning of the words permanent by the time all had a turn dancing.

### Seasonal Events Help Learning

Seasonal events always prompted new learning experiences. For winter the children learned *A A A, der Winter der ist da*, and when the season ended said goodbye to it with *Winter ade*. In spring, May was welcomed with *Alles neu macht der Mai*. Christmas time saw them proudly singing the first verses of *Stille Nacht, O Tannenbaum*, and *Ihr Kinderlein*. For the Easter bunny they learned *Haeslein, Haeslein, komme doch*, making sure at the same time to inform their teacher that "there really is no Easter rabbit."

By means of picture flash cards, the class learned the German names and descriptions of animals. Little rhymes like *Muh, muh, muh, Bauer bind dein Pudel an* served to help them learn what the animals do. The children recounted what was served for breakfast, lunch, and dinner at home and became acquainted with the German names of various foods. Daily activities in school and at home were also discussed in simple German.

The study of German numbers was made interesting by the use of a German Lotto game. Classes, which began with the Sign of the Cross and two short prayers, always ended with still another prayer and, of course, "*Auf Wiedersehen*."

An accurate record of the progress the class is making is kept by means of monthly tape recordings. These are not announced to the children in advance and an effort is made to record each child at least once on each tape.

### Second Year's Program

The second year was begun with a review of the first year's work. It is noteworthy that the children had retained their German extremely well over the summer vacation. Building on familiar material, they added second verses to first verses of songs previously learned, made new phrases with familiar words, and learned additional vocabulary. Shortly after Christmas they asked to read German, and books procured from Germany were given them after Easter vacation, as mentioned before. These books are used for reading nearly each day. On other days varied drills in the form of games are used for the development of new vocabulary and usage. Periodically there is an opportunity for the children to perform for adult groups and sometimes they draw from their store of German for entertainment at Girl Scout meetings.

Until now only the present tense has been introduced to the class.

### Children Learn Languages Easily

This experience furnishes ample evidence that the young are fertile soil for learning a language. First of all, since their speech organs are still flexible and their speech patterns are not yet set, they have no difficulty with pronunciation. Secondly, children imitate wonderfully and memorize quickly and painlessly. No amount of repetition or drill, so necessary in learning a language, discourages, tires, or bores them. Thirdly, children are uninhibited, speak freely and easily, without self-consciousness or fear of making mistakes. They seem to learn a language by a kind of absorption and retain what they learn remarkably well. That children learn any language easily is seen from the fact that they do speak their mother tongue, which they "absorb" from hearing it at home, long before they go to school. There seems to be no doubt that children can learn a second language without any detriment to their mother tongue. The less talented children in this particular class were "carried along" by the better students and made satisfactory progress.

It is hoped that the instruction of German will be continued with this class four more years, that is, until they have graduated from the elementary grades.

### They Dramatize a Fairy Tale

As fifth graders the children began their third year of German. After a thorough review of the materials covered in the third and fourth grades,

they were introduced to Grimms' German version of *Snowwhite and the Seven Dwarfs*. Adapted in playlet form, the story appealed to the children, who memorized all the parts quickly. After the dwarfs, Snowwhite, the stepmother, the hunter, and the prince had been chosen, the remaining children made up the chorus. This group had the important task of singing and whistling with the dwarfs, of giving the oft-repeated answer of the mirror, and of saying other lines which lent themselves to choral work. A few songs and a dance the children had previously learned were introduced into the play at appropriate points.

In less than a month's time the children were able to present this 45-minute play publicly. It was a thrilling experience for them to be able to perform for their parents and friends. More than that, however, it was a great experience for them socially, for they learned cooperation, they achieved poise and overcame stagefright, and had the joy of sharing unselfishly with others.

### They Dramatize Christmas

During the 1959 Christmas season, the children participated in a program sponsored by the adults of their community. The entire class took part in the choral reading in German of the Gospel of the Nativity according to St. Luke—individuals taking the parts of the angels and shepherds. The Gospel was preceded by a choral reading on Advent and followed by several German Christmas songs.

We hope that this instruction in German will be continued until the class finishes the elementary school.



Snow White and the Seven Dwarfs was staged in German by fifth graders, during their third year of study.

# *We Made Stained-Glass Windows*

By Sister M. Alexia, O.S.B.

Alleman High School, Rock Island, Ill.



■ YOURS IS PRINCELY POWER. These words, I think, can be aptly applied to all who instruct youth, but in a special manner to teachers of the arts whose aim is to guide and mold the artists of tomorrow. This budding talent we are trying to imbue with the great contemporary Christian art of today. The more of true art, the less of evil in the world. This was brought home to me very clearly and forcibly when I attended an art workshop at the Catholic University in Washington. I could scarcely wait to pass on to my students these delightful and rewarding experiences. I just had to share them.

## **They Wanted Mosaics**

From that workshop I brought back with me, not only a treasury of ideas for projects, but a number of prints of masterpieces in paintings, sculpture, architecture, and mosaics. The originals of these that I had seen at the Mellon Art Gallery and other places had thrilled me, and my students were impressed by many of them. The mosaics, especially, seemed to intrigue them. Right away they clamored to make some; so we discussed how real mosaics were made of colored stone or of glass. I took advantage of their interest and we

talked about what materials we could use. Some decided on different kinds of textures of paper; some wanted to use coarse screen wire placed in a cardboard box with plaster poured over it. The squares between the wires were to be painted. We started amid a glow of enthusiasm. The results were so gratifying that they wanted to work with something more permanent. But what?

One day, two of the boys brought glass they had cut from bottles, and demonstrated how easily it could be cut. They taught me to cut glass, as other students had showed me how to use power tools, to solder, and do many other things. After the boys' demonstration, we were really launched into making mosaics. We then had to decide what medium to use to adhere the glass. We talked about the feasibility of using plaster, but ruled it out because it dries too quickly. Cement, they decided, was too heavy. They finally chose to use slow-drying putty on a background of plywood. Our first mosaic, 18 by 24 inches, was made entirely of broken bottles.

## **They Consulted an Artist**

During this time, we were having erected in the chapel of our new mother

house at Nauvoo, a huge mosaic. It was being made by an artist from Germany, Peter Recker. The day after school closed for the Christmas holidays, a car of students and I went to Nauvoo to watch Mr. Recker at work. He was so impressed with their enthusiasm, because, as he said, he didn't dream that American youth would be so vitally interested in an art as old as mosaics. He showed us the different techniques that have been used throughout the ages. The early mosaics, he told us, took years to make, as each piece was put in individually. Peter had made this mosaic in Germany and shipped it here in sections. Each section was pasted on brown paper using live paste. Live paste, he informed us, is just homemade flour-and-water paste that will not injure the surface of the glass. An interesting device he showed us was that of putting a little sand between the glass pieces before the section was placed on the wall. That was to prevent the cement from coming out even with the edge of the glass which would take away from the beauty of the finished mosaic. Mr. Recker also allowed the boys to climb on the scaffolding with him and watch him apply the sections to the wall. His wife had some albums with pictures of

stained-glass windows and mosaics that Peter had made in America and Europe. She was very gracious in explaining them to us. It was a day to be remembered. Following that experience we went back to make more and better mosaics.

### They Made a Window

After the holidays, Monsignor Cleary, one of the members of our school board here at Alleman, was visiting the art room. When he saw our glass mosaic, he suggested that we go to an Art Glass Company that was just across the river from us, to get pieces of stained glass. When school was out that day, a group of boys and I went over. The place was a gold mine! We were told we could have all the glass we wanted from three full barrels of it, so we "dug in." The boys were delighted with the sheer beauty of the colors. We didn't get much glass that afternoon, however, because each one had to see the gorgeous colors, the varied tones and textures of nearly every piece of glass we chose. The manager was pleased at our delight in the finds. Some of the pieces were fairly large, so one of the boys exclaimed, "Sister, I'll bet we could make a stained glass window." I told him I thought that was beyond our ability; however, the manager said he knew anyone as interested as they were could make one. He showed us many drawings of windows he had made; some windows in various stages of construction and several finished windows he had in the shop. He took us around, showed us how he cut glass, assembled the window, inserting the glass in the lead strips. He explained how to allow for the width of the lead in putting the pieces together.

The next day in class the boys told

about their experience and showed the beautiful glass they had gathered. They explained the techniques for making a real stained-glass window. The year before, we had painted five windows for the Viatorian Fathers' chapel. We had used oriental lacquer, but now we were striving to make a genuine stained-glass window. First, we made designs which we tried to keep quite simple for our first try. The design of our school seal was selected, which is a cross above some waves, symbolizing Father Alleman bringing the cross of Christ, the Catholic Faith, to the people of the Mississippi Valley. The design was formal which we decided would be easier to do at first. We all learned a lot during the process, not only the art students, but many others in school, both faculty and students. When the window was completed, soldered, and polished, we took it to the glass company to have it

evaluated. The manager showed the boys how to smooth out some of the soldered joints, showed them how they could improve on the next one, but he was most generous in his praise of their "masterpiece." Thus encouraged we made other windows and mosaics, using different techniques. Lately we acquired a ceramic kiln, and we are making mosaic tiles and table tops in mosaic of ceramic tile.

These experiences have meant much to all of us. They brought us closer together, where we could share in a greater measure each other's projects, and rejoice over each one's successes. The students gained a greater appreciation of contemporary Christian art, a deeper respect not only for the creative artist, but also for the materials and tools used.

Teachers of Art—Yours Indeed Is Princely Power!

### A dramatization for guidance

## GOD, the Father of All Men

By Miss Helen Feider

St. Mary's School, Belgium, Wis.

*[The stage or the front of the classroom is arranged like a little classroom with a teacher's desk and chair, plus sixteen small primary chairs in rows of fours facing the teacher. The children have their spelling and religion textbooks under their chairs representing their desks. Each child has a coin in his hand].*

NARRATOR: This is the second grade classroom at Sacred Hearts School. The children have just come back from morning Mass. *[This child stands off to the right during the play.]*

SR. ANNE *[dressed as a little Dominican Sister]*: Let's stand and say our prayer. *[Children stand and say the morning offering, and the mission prayer, Queen of the Apostles, pray for the missions that all may know the Savior of the world.]*

CHILDREN: Good morning, Sister Anne.

SR. ANNE: Good morning, children. Be seated. Let us find our spellers now and turn to page 50. Let us say the words all together. *[Children and Sister recite them together.]* Today I would like these words written five times each. Now it is time for religion class. Let's put these books away and find our religion books. Find page 40.

DEBORAH *[raises her hand and interrupts]*: I thought you told us yesterday we could talk about the Missions again today.

SR. ANNE: That is right. I almost forgot. And who remembers what else I told you to do for today?

ROBERT *[raises his hand, which all the other children do in turn before they speak]*: You told us to try to think of some hard things we could do to help save souls for Jesus.

SR. ANNE: That's fine Robert. Who thought of some good ways?



A mosaic panel of Madonna and Child.

JIM: If Mother makes something for supper that we don't like we should eat it anyway and offer it to Jesus as a little sacrifice.

SR. ANNE: Very good, Jim. I know that many of us could offer many of these sacrifices. Who remembers what helps the missions and the missionaries most?

JANE: Praying for them helps them most of all.

SR. ANNE: Yes, because our prayers bring many graces to souls who otherwise might be lost. Who remembers what we said yesterday about the poor pagan baby children?

ALLAN: You told us they were poor babies thrown out into the streets by bad people who don't want to take care of them. If we save our pennies we can send this money to the good missionary priests and Sisters and with that money they can buy food and clothing for the children. Every time we have five dollars we can claim one baby and name it.

SR. ANNE: Very good Allan. Did anybody save some money already? If you did you may come and put it into this jar. [*Children file up and put their coins into the little jar on Sister's desk.*]

Today I will tell you some more things we can do for the missions. We can save all the used stamps on Mama's letters. Just cut them off and bring them to school. You must leave a little space like this around the stamp. [*Here she shows them a stamp having about one fourth of an inch paper around it.*] Then there are two more things we can save: old birthday and Christmas cards which they use to make other cards because they cannot buy them in the mission countries.

DIANE: My mother has lots of cards. I can bring them tomorrow.

SR. ANNE: That's fine and I'm sure all of you will bring some. We can also save broken rosaries and send them to the missions.

JOHN: What do the missions do with them?

SR. ANNE: The missionaries fix them so the poor children can use them, because they cannot buy new ones.

SR. ANNE: It's about time for Father Brown's story time now. Let's sit tall when he comes to talk to us. [*After this Sister walks to the back of the room and sits in the chair arranged for her.*]

[*Father Brown walks in dressed in a server's cassock and a paper collar. We also had an old biretta from one of the priests.*]

CHILDREN: Good morning, Father Brown.

FR. BROWN: Good morning children. How are we this morning?

CHILDREN: Fine, Father Brown.

FR. BROWN: What have you been studying the past few days?

MARY: Sister Anne has been telling us many ways we can help the poor mission children.

FR. BROWN: That's fine. That is just what I want to say today. God is our loving Father in heaven. He made all people not only the white people. He made the black people, called Negroes, the red people, called Indians, and the yellow people like the Chinese. He made all of these and loves them equally. It is not the color of their skin that interests Him. He is interested in the color of their souls. He wants all souls to be white with His love and grace so that someday they will be in His home in heaven. He wants us to help Him win souls for Him. Does anyone know something you could do as little second graders?

CLYDE: We can say prayers and make sacrifices for the missions.

FR. BROWN: That's fine. That is the best thing we can do. Are there other ways?

TONY: We can save money to buy a pagan baby. Father, we already have some money.

FR. BROWN: How much do you have?

TONY: We don't know because Sister Anne did not count it yet. We can also save stamps, old Christmas cards,

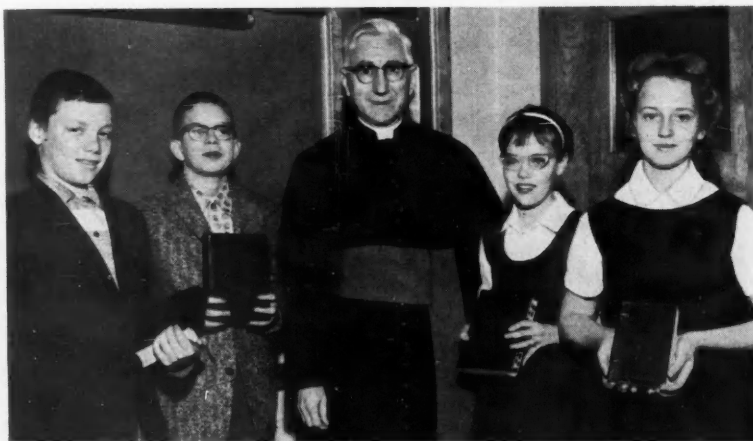
and broken rosaries.

FR. BROWN: That is very fine children. If you do all these things I am sure Jesus will bless every one of you for your mission work, because He said, "Whatever you do to anyone you are doing it to me." [*He points to this picture hanging on the board.*] Here is a picture that teaches us if we give only a drink of cold water to anyone, He will bless us.

DIANE: Father, I am going to help Jesus in a special way when I grow up. I am going to become a missionary Sister so that I can help these poor mission babies.

FR. BROWN: Very fine. That reminds me of St. Therese, the Little Flower of Jesus. When she was a little girl she already helped Jesus save souls by making little sacrifices. She did many things that were hard. When she became older she wanted to become a Sister which she did and helped save souls by her many, many prayers. She helped souls so much in life and later on in heaven that today she is called the Patroness of the Missions. So if we can't help missions in other ways, we all know how to pray and that really counts most. . . . Now I must leave because I must go to the first grade room yet. Let's stand and say a prayer for the missions. [*Here they all say a Hail Mary and the mission invocations. After that Father takes his biretta and leaves while the children say "Good-by, Father, God be with you."*]

NARRATOR: The end.



They memorized the Sermon on the Mount. Seventh-grade pupils at Blessed Sacrament School, South Fort Mitchell, Ky., are memorizing the Sermon on the Mount. The first four pupils to achieve this distinction are being congratulated by the pastor, Msgr. Leo J. Streck. The teacher of the boys is Sister M. Mark, O.S.B., and the girls' teacher is Sister M. Isabel, O.S.B.

# FREEDOM: *Its true meaning is difficult to teach*

By Cropley Andrew Phillips

Mundelein, Ill.

■ It is vital that children learn the nature of freedom, and they can learn it only through good teaching. There are four kinds of teaching: that of the hickory stick, that of the pure experiment, that which is liberal and marked by leadership and guidance, and that which is liberal and marked by fearful or forced teacher adherence to the *status quo*.

The hickory stick type overlooks a principle fundamental to Christianity and democracy—recognition of the dignity of the individual human being. The complexity of American civilization makes teaching of the pure experiment type wrong. Granting that childhood is a legitimate existence and that children go to school to carry on a way of life, that way of life must be a preparation for the life which an individual American must lead in the American civilization of the middle of the twentieth century. Such a preparation cannot be made by use of pure experiment alone any more than it can be made by the hickory stick alone.

## Children Need Guidance

Young minds are immature, and are, too often, indoctrinated with the wrong meaning of freedom. They are not inclined to show great respect to rules and regulations which they know cannot be strictly enforced by school authorities. Educators have an obligation to create a realistic curriculum and to employ realistic methods in teaching. Parents also have an obligation to cooperate in teaching sound principles of law and order. Such teaching will be based on the thoughts of St. Thomas Aquinas about good law. Such teaching will be liberal, but it will also be marked by leadership, direction, and guidance.

The use which St. Thomas makes of the thoughts of St. Isidore best clarifies what is meant by this needed leadership, direction, and guidance. Law must be just, possible to nature, according to the customs of the country, and adapted to place and time. It must be based on reason, adapted to each concerned with it according to their respective abilities,

and must recognize the fact that man cannot live alone in society, "paying no heed to others."

Good teaching will take into account all of the factors just enumerated. It will provoke no conflict between faith and reason because of the divine origin of both. Teaching with such a basis will provide needed, definite direction for children—direction which they must have to prepare themselves for life in a world with a beast which is at large because many forces of evil are not controlled. These thoughts of St. Thomas lead to the conclusion that the author of the *Summa Theologica*, in his thoughts on law, offers every American teacher the best guide to the development of a philosophy which will beat this liberated beast.

## Teach Meaning of Freedom

It will be well in this connection to take a look at Germany of 1914. This Germany was a powerful nation. Its progress since the establishment of the Hohenzollern empire had been little short of magnificent. Unfortunately, the significance of its history lies in a tragic fact: the nation was confused about the meaning of true freedom. The life of mankind centers in social groups. Any one man must adhere to the laws and customs of those social groups to which he belongs. Germans—people and leaders, of whom Wilhelm II is the most unfortunate example—did not follow this principle well in the social group which was the world of 1914. Americans must not make a similar mistake.

The best place to start the application of the lesson of this failure is in our schools by teaching children how to be free. This can be accomplished through teaching which is liberal and marked by leadership and guidance. It can be assured by applying the Thomistic thoughts on law. Those who are going to live in our twentieth century must be prepared. The vague and questionable goals of purely experimental methods of teaching almost completely ignore the complicated nature of American civilization.

## Study Your Pupils

The concern for "the whole child," which carries such weight among present-day educators, is commendable but vague and impractical. School setups do not permit time for the school to concern itself with all the aspects of the child personality which it attempts to develop.

Measurement and methodology in teaching should be subjective, because any relationship between a teacher and a pupil is subjective. However, the teacher must remember that any subjective appraisal of a pupil is accurate to the degree that it is based on individual study of each boy and girl.

## Be Consistent

It is important that the teacher be as consistent as possible in his approach to all problems he encounters with his pupils. It is important, moreover, that a teacher do everything possible to reach understandings with those he is teaching. This principle obviously often is difficult to put into practical use. Size of classes, inexperience of teachers, and other factors render the carrying out of a sound educational philosophy something which often seems too great a task for the average teacher. The principle of adaptability of methods to pupil groups, the principle of subjective measurement, and the principle of consistency in teacher-pupil relationships can be applied, however, in the teacher's approach to school problems which is fair, human, dignified, and thorough at one and the same time. Such an approach is true liberal teaching, which will be marked by leadership and guidance. It is the best way to bring about recognition and acceptance of the authority of the teacher by the pupils. It is a sound approach to the understanding of what is meant by true freedom.

## Our Desire for Freedom

A sound philosophy of American education will be based on the premise that a desire for freedom is inherent in human beings. It will recognize that this desire is placed within human beings by the Creator. It will not forget that our way of life constitutes a gigantic social group.

The importance to the teacher, parent, and growing child of the idea that all mankind must learn how to be free can be found in something which is historically true beyond question—that the learning of freedom has been going on in social groups since the beginning of human history and will never cease.

# Projects Vitalize History Backgrounds

By Sister M. Romana, O.P.

St. Alphonsus School, Grand Rapids 5, Mich.

■ One section of Grade six of St. Alphonsus Grade School, Grand Rapids, Mich., completed a semester's work in history, so a search was made for a profitable and novel method of reviewing the highlights of the completed unit. The material had been carefully "covered," but an intensive review was needed to familiarize the pupils more fully with the peoples of the ancient world. In order to make the students realize what a tremendous debt of gratitude they owe the men and women of various ages, from prehistoric times to the time of the discovery of America, they had to be impressed with the contributions to humanity by these peoples.

The project method was decided to be the best approach to a complete review of this unit. The story of the ancient world had to be rebuilt and geared to the level of sixth graders. It was decided that miniature scenes of the most noteworthy peoples and events studied were to be portrayed in design and story, thereby acquainting the pupils with not only the people themselves but also with their customs, habits, and occupations, in fact, a revitalizing of this era of history.

## Achievements of Past Ages

The first step toward this objective was class discussion for three or four days—simple and quite informal talks connected with each age. The most significant topics and their order of discussion follows: (1) discovery of fire; (2) domestication of animals; (3) copper and its uses; (4) primitive implements; (5) Egyptians and all their contributions; (6) Hebrews and their knowledge of the true God; (7) the

hanging Gardens of Babylon; (8) the Phoenicians and the alphabet; (9) the Golden Age of Greece; (10) Roman Empire; (11) Charlemagne and the Franks; (12) Monasticism; (13) the Middle Ages; (14) the guild system; (15) Marco Polo; (16) the Venetian traders; (17) the Renaissance; (18) Gutenberg and the printing press; (19) Prince Henry the Navigator; (20) Christopher Columbus.

A keen curiosity resulted in the minds of the pupils so that they wondered and were not satisfied with the information contained in their textbook. They resorted to reference material in the school and public libraries. It was interesting to note that the boys were drawn to the scientific and inventive aspects of the age: the discovery of fire, the making of knives, bows and arrows, and the building of the pyramids; while the girls were chiefly concerned with the people themselves, their clothing, food, homes, and modes of government.

## Putting Art to Work

After the final discussion period of the proposed *Time Marches On* project, pupils began to show greater interest in the art class. Each was ready to draw from his "wealth" of historical information so that he could create what he thought was the most interesting feature of his particular study of the ancient world. During art period the students illustrated the characters in the topics they chose. Their pictures carried twentieth-century accent, but were satisfactory nevertheless. To supplement further the artistic representation the use of pipe cleaners demonstrated the possible and various figures of a man. Suggestions were made regarding the use of clothes pins, drinking straws, or just plain wire in erecting miniature scenes. Simple items such as spools, empty cartons, rolled-up paper, chicken wire, and yarn were utilized. Odd pieces of cloth and remnant materials were used for costumes of the time.

Two sixth grade pupils display a section of the history project Time Marches On



The actual building of the project was given as a homework assignment to which one week was allotted. The pupils, who had not done this type of work before, found it to be sheer enjoyment rather than wearisome labor. The "do-it-yourself" task of after school hours was supplemented with a "write-it-yourself" task in school. During the English period pupils wrote simple paragraphs to be developed later into compositions in which they explained their particular projects. Each child was allowed to read his written project while it was taped for reproduction. During the recording of his composition, special emphasis and attention were focused on

initial and concluding sentences and on the use of exact connectives.

#### A Public Exhibition

As the completed project of each pupil was brought to school, the boys and girls realized how successfully they had carried out this history review. Naturally, they wanted the entire school to share the benefits of their achievements. Therefore an exhibit was planned. Three long tables were placed in the school corridor and on these their review project entitled *Time Marches On* was arranged. Miniature scenes of the ancient world were hereon classified historically and labeled. The student body,

parents, relatives, and friends of the class were invited to "look and learn." Needless to say, the class was pleased with its labors and beamed with pride as they saw the story of their reproduction appear in the daily papers.

Perhaps, the true worth of this project can best be estimated in the pupils' own words. One of them wrote:

"I didn't realize the skill that I had with the use of my hands until I tried this project. The composition increased my knowledge of English, religion, and history. Some of the articles in our history were so brief that I had to refer to the encyclopedia and other sources to find material needed."

## Seeing What the Church Sees

By Brother Stanley G. Mathews, S.M.

Principal, St. Joseph High School, Cleveland 19, Ohio

■ Catholics are only too well aware of the common misunderstandings which those outside the fold have toward teachings of the Church. Bishop Oxnham, Paul Blanshard, the POAU's, and other groups and individuals keep us constantly aware of the fact that what we, as Catholics, understand and accept is often nothing more than another stumbling block to non-Catholics. They hear and read about what the Church says we must do — without ever really *seeing* what is behind the "must"; as a result they are quick to criticize, ridicule, and even abhor our most sacred beliefs.

#### We Must Teach "Why"

On a different level, but operating on the same principle, a similar difficulty often presents itself in teaching. Here it crops up in the dilemma of the teacher of religion who is tempted to do away with as much dogma as possible and get down to the brass tacks of morality. This tendency, which seems logical from certain points of view, not infrequently leads students to such remarks as: the Church is out of date, unreasonable; the Church insists on such "odd" regulations; etc. Actually, we are putting the cart before the horse in so many instances by telling adolescents (of all people) *what* they should do without

telling them *why* they should do it; that is to say, we teach morality and water down dogma to a minimum.

Recently a diocesan paper in the East carried a drawing which unwittingly illustrated this approach. I am sure that the artist had good intentions and meant to praise the influence of religious on students, but he surely did not succeed. The picture shows a Brother and three boys of high school age. A cross appears in the background and the Brother has his own crucifix in one hand. The legend of the picture is, "I know . . . because Brother told me so. . ."

It would be difficult to think of a more devastating reflection (outside of heresy) on the attitude toward teaching, particularly the teaching of religion than that which is expressed in the words, "I know because Brother told me so — or Father, or Sister." It is naïve in the first place to think that teen-age students are as docile as all that. In the second place, it would be dangerous to try to make them that way — willing to accept everything on an unenlightened faith. Actually a student who is forming judgments without knowledge of the mind of the Church is doing more guessing than thinking; eventually he is going to become resentful of continuous dependence on authority for judgments

which he should be able to make himself. And he surely will not stand much of a chance in times of difficulty and temptation.

Some teachers of religion who follow such an instructional approach are apparently fully convinced of the efficacy of the principles of the "ours-not-to-reason-why-ours-but-to-do-or-die" school. Almost anyone else who deals with young people, however, will immediately recognize that a tremendous factor of motivation is overlooked when the *what* is given without the *why*.

Frank Sheed in his *Theology and Sanity* expressed the problem in a concise way. He tells us that we have many Catholic wills in the Church, but not many mature Catholic intellects: many Catholics who do what the Church says, but who do not see what the Church sees, i.e., do not know why the Church says what she does.

As one Catholic educator put it recently, restrictions and regulations are almost always repellent to the young; they (restrictions) truly have a lack of intelligibility unless the *purpose* of the restrictions, what they are designed to protect and defend, is clearly explained and appreciated.

If the emphasis in the past history of religious instruction has been on the

will, we surely do not wish to change this; after all, our will decides whether we go to heaven or hell, and, in the long run, not much else is of any importance. Yet the work of the will is made immensely easier for the person who knows *why* he chooses to do what the Church says, because he sees what the Church sees—he sees reality as it is. “In the appallingly difficult struggle to be good,” writes Sheed, “the will is helped immeasurably by the intellect’s clear vision of the real universe. Unless our mind has made that kind of study, then the position is that the Church is living in one world (which happens to be the real one) and we are living in another.”

The will is the primary object of training in the child’s early religious instruction. The unfortunate tendency to have the young child rattle off the memorized answers of the catechism, usually without a minimum of understanding, is in some degree compensated by the fact that this often *seems* to be enough to solve the problems of the average child. It is surely not enough to solve the problems of the average adolescent, much less the average adult Catholic. The continued study of religion throughout grade school, high school, college, and throughout life is really an ever deepening and widening understanding of the truths put into practice, perhaps, but not *understood*, in our earliest years.

The regrettable defections from the faith among alumni with which every teacher of religion is so disturbingly aware, are, after all, often a result, at least indirectly, of this same educational policy. The student while in school, has been told that the Church opposes mixed marriages; that a Catholic cannot be validly married outside the Church; that Catholics may not eat meat on Friday; that social justice is no longer just a “nice thing”; that artificial birth control is mortally sinful. Perhaps he can repeat perfectly all of the things to be done and things to be avoided. Then along comes an actual problem in his life: it is embarrassing not to eat meat on Friday; he falls in love with a non-Catholic. He is sure that the Church disapproves; he is not sure why. He might try to do what the Church *says*; but, as Sheed tells us, he does not see what the Church sees—and his will is hard-pressed. He has learned, perhaps, to *obey* the Church, but not to think with the Church. We ought not be surprised that leakage, defections follow. We are asking the will to do the work

of two faculties. The burden may well be too much.

More recent texts in religion on the high school level have made attempts to correct the unbalance and lack of integration so characteristic of earlier books. The *Our Quest for Happiness* series is a notable example. This highly integrated presentation of dogma, moral, liturgy, and Scripture enables the teacher to give the whole picture, to show what the Church sees. Teachers who use this series correctly are not likely to encounter complaints that this is the “same old stuff we had in grade school.” Too often we feel helpless when faced with such complaints. We know only too well that the student is wrong, yet frequently we cannot tell him convincingly why.

### Provide Motives

Both love of virtue and hatred of vice demand reasonable motives. Such motives must be provided. The seven capital sins often are considered by high school students as an ominous list of offenses totaling the mystic number seven which some holy Father of the Church dreamed up. In this framework they cannot impress him very effectively. When he discovers, however, that the capital sins are the seven basic tendencies of the human personality *misdirected*, he sees the necessity of developing these tendencies correctly into virtues. He sees how things fit together, how they are integrated; in a word, he sees what the Church sees.

### Citizens of Two Worlds

Seeing what the Church sees, or thinking with the Church, means first of all envisaging ourselves as citizens of two worlds—children of God, completely dependent on Him, destined for an eternity with Him—a destiny to be

worked out in the visible world as members of the Church Militant in the Mystical Body of Christ. If we are able to make students see some of this with the Church at the very beginning of our religion course, and if we are able to lead them gradually to a greater appreciation of it, then our work will be, if not easier, at least more gratifying to both students and teacher. To try to ram morals down the throats of students who do not know or do not accept the basic principles of Christian living—do not for example, see themselves as temples of the Holy Spirit, see the utter desolation of life devoid of sanctifying grace, see themselves as citizens of two worlds—then our instructions on purity, the sacraments, the Mass, social justice, vocation, the apostolate, are a lost cause. And we might as well admit it—a lost cause they often are, if not at the moment, then later in life.

Teachers of religion insist that every Catholic must hear Mass on all Sundays and holydays; our students know this. Yet there are more than a few who do not observe it. The law they know: the Church says we must. Do they see the Mass as the Church sees it? Do they see it as Christ, the Son of God, the Redeemer, together with the members of His Mystical Body, offering a Gift to God the Father which brings us in return a profusion of divine life? If not, it is not difficult to understand why they may sometimes “sleep it out” on a Sunday morning after a long night before. The pressure is all on the will; the “appalling difficulty of being good” is increased.

### Teach the Mind of the Church

The Church does not see reality through the newspapers, movies, magazines, TV, the latest best seller or pocket book. Many of our students do. It is not an easy job to change their perspective. It may be a most discouraging work. But a student equipped with the viewpoint of the Church and not that of the forces of secularism is the only student we can fairly expect to remain steadfast in difficulty and to participate effectively—even to a slight degree—in the apostolate.

There are not many high school students who can read their way unguided into the mind of the Church. They must be led by gradual steps to “see what the Church sees.” This is the duty, of course, of the whole school; more particularly, however, it remains the primary duty of the teacher of religion.



G. C. Harmon

## The Birth of an American

By Sister M. Madeline, C.S.S.F.

Immaculate Heart of Mary Convent, Buffalo 11, N. Y.

■ The bell had just rung when there was a knock at the door. I opened it to find a priest of the parish, the principal, a woman, and a boy standing outside my classroom.

The evening before it had been announced that several Hungarian children were to enter our school. Now here was one of them. I looked at him — no different from any other boy in my classroom, at least, not from outward appearances. He and his mother, though not dressed elaborately, were, in their simple attire, much like any Americans. My thoughts were interrupted by our principal's voice. "Well, Sister, you have a new pupil. His name is Zoltan."

I had often heard that many Hungarian people can understand Polish. Being an American of Polish descent I tried my luck. I had none. Polish, as well as English, was "Greek" to him. His mother, a woman in her forties, who had the lines of fear, suppression, and flight carved into her face, wore a faint, hopeful smile. I tried a few Polish sentences. My attempts were a complete failure. There was only one thing all of us knew — we didn't understand each other's language.

I took the registration slip from Sister Principal, mumbled a few words that meant, "We'll get along," and, putting my arm about the boy's shoulders, led him into the room. I closed the door behind myself, and stood, not looking at the class or the boy. I just stood and thought. "A new pupil — really new."

### Sister Introduces Zoltan

The eyes of everyone in class were riveted upon us. As we walked to the back of the room I started explaining to the children that he was a boy, who, within the past month, had come from Hungary; that he was their age; and that we would have to teach him English. I touched his coat, handed him a hanger, and, after he hung his coat,

showed him to his seat. By that time the class was all excited. "What's his name?" "Why did he leave Hungary?" "Has he any family?" "How are we going to teach him English?"

Anyone who has had any experience with children knows of their keen interest in anything out of the ordinary. Recalling a story in a fourth-grade reader that told of a Mexican girl coming to the United States, I sent for it. Before it was delivered, I explained the Hungarian revolution against the Communist rule, the war waged by the youth, and the flight to freedom undertaken by many. The children were full of sympathy. Of course we had discussed this topic in our news period. However, this had been a cold fact in a newspaper or television broadcast. Now they had one of its victims in their midst.

At last the girl arrived with the book. A boy read the story while the class listened as never before. When the story was finished, I was stormed with a barrage of petitions. "Sister, let's try it." "It wouldn't be fair to just let him sit there." "You said we'd teach him." "Let's start right now."

### Children Take Over

Since one of the boys in the class had a little brother with a hearing deficiency, he had learned to enunciate very distinctly. We chose him to lead the instruction, though I could have done it myself. But then, a new pupil was not simply an addition to my catalog, he was likewise an addition to the class. I wanted this first lesson to be a success. It would either encourage Zoltan and the class to work together or set a barrier between them. Though all refugees learn English in the course of time, I wanted him to become an integral part of our class as soon as possible. I wanted this typical boy to become a typical American.

The boy who was to lead the instruc-

tion came to the front. Many think that eleven- and twelve-year-olds are silly, too young to take things seriously. It is not so. Give them some responsibility and they show their true colors. He stood there with a sober look on his face that would have marked a veteran teacher. He pointed to a boy and said loudly and distinctly, "Boy." He repeated this. Zoltan realized what was wanted and called back, "Fiù." We did the same with girl, pen, pencil, book, stand up, and sit down. And Zoltan in return gave us their Hungarian equivalents: *leány*, *tötötoll*, *ceruza*, *könyv*, *áj fel*, and *uj le*. We drilled these few words till we were certain he knew them. Our first lesson was over. It was a success. The class liked Zoltan and he liked them.

Needless to say, I couldn't allow the class to sacrifice so much time from lessons each day. Explaining that it was only fair to give him a separate lesson in English each day, I worked out a plan whereby I could take him privately before class and a few minutes several times during the day while the children were writing. Zoltan wanted to learn. What I thought would be quite difficult was actually most interesting. A girl, who had come from Italy some three years ago, brought a picture dictionary she had used. A boy lent us a small pamphlet used in language classes. In it were simple pictures with captions under them: e.g., "The man walks to the table." Whenever I showed him something, or had a child act it out, if Zoltan understood it, he would say in Hungarian what was being done. He'd write it in his tablet and I'd write the English in mine. In order to understand his problem, I undertook to study these Hungarian equivalents of what he was learning in English. In this way I felt somewhat as he did. I knew how limited I was with these few sentences, and, therefore, did not expect too much from him. I aimed, therefore, at increasing understanding.

Zoltan became the class handy man. He opened and closed windows and doors, pulled down shades, put on lights. Soon he was even able to go to other classrooms and ask for cellophane tape, pins, construction paper. All of these duties and errands increased his confidence, both in himself and others. I saw the boy who had walked into my class with anxiety on his face and fright in his eyes, become a lad with smiling eyes and lips. During his first week in school, I had introduced all the children to him. Now I gave him the test and quiz papers

to distribute. At first there were a few mistakes between Marjorie and Magdalen, Betty and Betsy, and between Russell and a boy whose last name was Russo. However, he soon learned these and even differentiated among the three Anthony's and three Joe's in the room.

### All-American Activities

Yes, he liked the class and they seemed to like him just as well. Whenever they went to gym he was a desired player when teams were formed. Often in the free play period he'd amuse the boys by bouncing a basketball and hitting it with his head in any direction. He could manage a basketball better with his head than most of them do with their hands. Seeing he was interested in basketball, I encouraged him to go along with some of the boys to see one of our school games. He spoke little English, as yet. But his shouting and cheering were All-American. He was their silent partner; but he was a partner and not excess baggage. I can't say which pleased me more — our basketball victory or the joy painted on that boy's face. Yes, Zoltan was learning English, but what is more, he was learning what it is to be an American — to be one of the gang.

I discovered that his mother called him Zoli. In order to have him feel at ease, I asked him the Hungarian nick-

names of the other children in class. It was amusing to call them Jozi, Magda, Marika, and Dodo (the nickname for Daniel).

What can be more American than the square dance. For our school program I decided to have a square dance with my sixth graders. Both the class and I agreed that Zoli was to be one of the dancers. It was not simply a matter of memory and rhythm. He actually learned to recognize the calls. This was proved at the final performance. Records and record players work perfectly for all rehearsals, but seem to put on a show of their own for the actual performance. When the second and third calls were to be given the needle jumped. Happens often, I know. However, no one in the audience noticed it. Our principal herself, who was backstage, didn't realize it. Had it simply been a matter of memory, Zoltan would never have known which dance step to take. He smiled and playfully danced on the stage just as if the square dance were "old stuff." But I wasn't the only one proud of him that day. His mother and father, who themselves knew only common greetings in English, were in the audience.

One day Zoltan brought a note to school. His father had written it with the aid of a dictionary. It seemed he wanted me to ask one of the priests to

get him a job. I consulted Father, who told me to call the man. That afternoon Zoltan came with his father. The greeting was as formal and polite as only a European can make it. He bowed deeply while saying his name. Slowly he rose and outstretched his hand to shake mine. That was the only time I ever met him, but one could read in his behavior a man who was cultured, refined, and grateful for the least kindness shown him. I met his mother several times during the months that Zoltan was in my class. She showed great interest in his progress as well as his behavior. Often when I did see her she would ask, "Zoltan good boy?" I in turn would answer, "Zoltan good boy — Zoltan jó fiúk." She would smile then as only a mother can when she has heard something good about her child.

How grateful the family was I shall never be able to explain. Any English Zoltan learned in school, he in turn taught his mother and father, older brother, and two younger sisters. I could go on and on telling incidents, insignificant to many, memorable to me. I say all this with a deep sense of joy. To see a young boy call, "You're it" in the schoolyard, to see him laugh at jokes, to see him stand and salute our flag, is its own reward. In but a few short months I saw what Communism longs to erase. I saw the birth of an American.

### A stimulating project for the Student Council

## *Pictorial History of a School Year*

By Sister M. Loretta, Ad.PP.S.

Our Lady's House of Studies, St. Louis 8, Mo.

■ If the student council can do something appealing and creative that will serve the school, its routine duties are more willingly performed, the other students take an interest in council activities, and membership in the council becomes desirable, we used the following project to achieve this purpose.

At a pre-school meeting it was decided to work out a color-slide pictorial history of the entire school year. Arrangements were made with the school photographers to have cameras ready

when the first students arrived for registration. Throughout the day cameras could be seen clicking unusual shots of "new freshies" and "confident upper-classmen" as they passed through the registration lines. Slides were snapped of students filling out cards, getting the signatures of the principal and teachers, finding classrooms, purchasing books and supplies in the bookstore, meeting old friends, and just being a part of the general confusion that goes with such a day.

Campus scenes, the arrival of resident students with bag and baggage, and pictures of general student interest around the school were taken during the first few weeks of the term.

### A Comprehensive Record

At the first regular meeting in September the council outlined further work on the project. Since the council is representative of all the clubs and nearly every department in the school, the members were asked to be responsible for getting in contact with the committee in charge of the photography whenever there was a display, experiment, or activity in their particular class or club that they would like to see represented in the history.

As the year progressed, the coverage committee tabulated the number of pictures taken in each department. They planned slides of activities that would show such places of interest as the chapel, library, cafeteria, laboratories, etc. They hoped to give an ample cover-

age of each area. They arranged to have at least one representative side taken at each assembly during the course of the year. Scenes from the school plays, performances of the band, school parties and dances, in fact, anything that would give an insight into life at the school was considered desirable material.

Arranging and taking the slides was just the beginning of the project. The stimulating work began when the developed slides were turned over, set by set, to the script committee. These committee members arranged the slides in chronological order and wrote a history describing the action or scene represented in the pictures. While the script committee worked to get all the slides hung together with a continuous story, another committee planned an appropriate musical background for the script.

Throughout the year the photographers clicked away at their job. Many times they succeeded in getting surprise shots of teachers and students that added special interest. An element of suspense was added to the project by allowing only the council members to see the developed slides until "history day" at the end of the year.

#### A Revelation to Parents

The beginning of May was set as the deadline for the project. When everything was finished, the student council president tape-recorded the entire script with the musical background. The pride of the council members as they watched the finished project for the first time was a recompense that any moderator would treasure. The enthusiasm and interest of the faculty and student body were evident as they attended the special assembly during which the pictorial history was presented. Seeing themselves on the screen in various pictures (some of them surprise shots) was a thrill for everyone.

On the annual parent day held shortly before the closing of the school term, the student council presented the history for the parents of the students. Besides the general enjoyment and appreciation expressed by the parents, many of them remarked that for the first time they felt that they got an insight into the school life of their children.

#### A Practical Accomplishment

Several other practical uses can be found for such a project. It can serve as an interesting entertainment for days when the school has open house for

prospective students. It can be an informative highlight on freshman orientation day and a means of acquainting the new students with the various departments and the activities carried on by the different clubs in the school. During American Education Week it can be used for the benefit of parents who are unable to visit regular classes during the day because of work or other engagements. It can be used as an added attraction to class night or used instead of the usual class histories. In cities where the schools of the area take turns in sponsoring weekly television programs, this type of program can furnish an excellent means of acquainting the public with the curriculum of a Catholic school. Another far-reaching feature is the showing of the slides for the alumni association as the classes return in future years for homecoming activities and similar gatherings.

#### Well Worth the Cost

The financial side of the project was discussed at some length at one of the early council meetings. It was suggested

that each club or class furnish the 25 cents needed to pay for each slide it had taken. This suggestion was rejected by the council as a possible damper to the project. Various other "television techniques" of advertising were proposed—such as having business firms of the district pay for having a single slide of their firm included in the history. Gradually, however, the administration caught the enthusiasm for the project and decided that, since it was of general interest and benefit to the school, the cost of the slides would be defrayed through the general funds. The actual cost of the project was very small considering the wealth of experience it afforded the students.

This pictorial history was only one of the "big" projects carried out by the student council. It is presented here with the hope that it may suggest other projects to the minds of moderators who are looking for ways of keeping the school's most active organization activated in a way that is both stimulating and profitable.

In the words of St. John de La Salle

## THE TEACHER: A GOOD SHEPHERD

By Brother Raphael, Ed.D.

■ "I am the good shepherd: and I know mine and mine know me. . . . And they shall hear my voice" (Jn. 10:14-16).

St. John Baptist de La Salle, the principal patron of all teachers of youth,<sup>1</sup> was a good shepherd. In the person of tens of thousands of his Brothers of the Christian Schools who have carried on the work of education in all parts of the globe since their foundation in 1680, he has continued into the present time to shepherd the choicest portion of the flock of Christ. Today, some 20,000 of his disciples continue the work of the Teacher-Saint in nearly 70 nations. However, St. de La Salle's patronage is not limited to his spiritual sons but extends to all teachers and student teachers.

<sup>1</sup>Brief of Pope Pius XII, May 15, 1950.

It is in his *Meditation* for the second Sunday after Easter that our patron presents his doctrine on the teacher as good shepherd. To this meditation which he prepared for *Good Shepherd Sunday* he gave the title, "How teachers should act toward their children." In it, St. de La Salle recalls that our Divine Savior compares those who have care of souls to the good shepherd who is very careful of his sheep and that one of the qualities which distinguishes him is that he knows each of them by name.

#### He Knows His Sheep

The saint develops this point by stating that one of the essential qualities required in those who instruct others is that they should *know* them, and *discern* the manner in which to act toward them. He says: "Experience teaches that men, and especially chil-

dren, cannot all be conducted in the same way: some require great mildness, while others need to be directed with firmness. There are those who require patience . . . while others need to be stimulated: some require to be rebuked sharply . . . others need to be watched, lest they go astray." Then our guide concludes that the varying of our conduct in dealing with the individual children must depend upon our knowledge and discernment of character. This grace of knowledge and discernment, one of the most needed for the fruitful direction of others, we must beg "most earnestly from God."

### The Sheep Know Him

The *second point* reminds us that our Blessed Lord requires that the sheep know their pastors and that this demands two important things from teachers of youth. The first is that they be very virtuous so that they will be examples to others who would be certain to go astray if their leaders did not walk on the true path. The second thing required in those in charge of the young is the manifestation of great tenderness and sympathy for the souls confided to them. In manner simple, yet effective, the Apostle of Childhood presents his doctrine. He says "In this way the sheep will love their shepherd and be pleased in his company. . . ." Then, in order to drive home his lesson, he catechizes: "Do we desire that our pupils be pious, modest, and edifying? Let us prove ourselves such and be able to address them in the words which St. Paul spoke to the Corinthians: "*Be ye imitators of me, as I am of Christ.*"

### He Talks to the Sheep

That those who are members of Christ's flock are bound to hear their shepherd's voice is the thought constituting the *third point* of the saint's meditation. That they may hear the shepherd he must speak to them, and speak in words of piety. In performing his daily ministry of Christian education the teacher must be heard. Our students must hear our voice for it is our duty to give them instruction suited to their capacity. The remainder of this meditation recalls to our minds several fundamental principles of good teaching. These are: The teacher must prepare the questions and answers in Christian doctrine with such care and clearness that they will be easily understood. There exists the obligation to speak prudently of children's defects. The young are to be taught the virtues

suitable to their age. They must be inspired with a great horror of sin, and the dangers of evil associates.

The conclusion, in the saint's own words, is typical of him and of his spirit. He writes: "It is not enough to

speak to our children and to encourage them in the practice of virtue: we must also pray for them, and recommend them to Jesus Christ, especially when we have the happiness to receive Him in Holy Communion."

## "AGE"—A WORD GUESSING GAME

By Sister M. Celestine Xavier, I.H.M.

Immaculate High School, Detroit 21, Mich.

The following are definitions of words ending in "age":

1. Wordiness
2. Finger hole in a wind instrument
3. A bird's feathers
4. Ordinary, medium type
5. Secluded retreat
6. An old saying, proverb
7. Childish state due to old age
8. Fodder
9. Countenance, appearance, face
10. To lower in esteem
11. Sign or warning of future event
12. Adjunct
13. Slavery
14. Dwelling for the use of a minister
15. Likeness, copy, counterpart
16. Visualize
17. Strip of cloth used in dressing wounds
18. Bravery, mettle
19. To control, regulate business
20. Injury or harm
21. Any birthright
22. An article or quantity of anything wrapped up or bound together
23. Indigestible matter
24. A cleft, a split division
25. Act of putting away for future use
26. Period of legal immaturity
27. Land used for grazing
28. A washing
29. Invented word or expression
30. Condition of being a very poor person
31. Descent from ancestors, extraction
32. An eminent man or woman
33. Function or work of an instructor
34. Section of passenger vessel occupied by passengers paying the smallest fares
35. One uncivilized
36. Deficiency in the amount required, deficit
37. Political dependence
38. The remains of anything that has been destroyed or badly damaged

39. Contraction in size, as of a fabric in washing
40. Direct descent from an ancestor, hence ancestry
41. Leaves of a plant or a tree
42. The amount charged for mailing a letter or package
43. Any drink, as milk, coffee, lemonade
44. Leakage, oozing
45. Coat or covering of a mammal, as hair, fur, etc.
46. Institution for children whose parents have died
47. To inspire with spirit or hope
48. To dishearten
49. Support, assistance, protection, as of a saint
50. Long journey made to a shrine or a holy place
51. Respect paid by external action, obeisance
52. Continued practice, customary, custom
53. Act of securing a vessel to a particular place
54. A part of a whole
55. A system by which debtors are forced to work off a debt

### Answers to the Definitions

- |               |                |
|---------------|----------------|
| 1. verbiage   | 29. coinage    |
| 2. ventage    | 30. pauperage  |
| 3. plumage    | 31. parentage  |
| 4. average    | 32. personage  |
| 5. hermitage  | 33. tutorage   |
| 6. adage      | 34. steerage   |
| 7. dotage     | 35. savage     |
| 8. forage     | 36. shortage   |
| 9. visage     | 37. vassalage  |
| 10. disparage | 38. wreckage   |
| 11. presage   | 39. shrinkage  |
| 12. appendage | 40. lineage    |
| 13. bondage   | 41. foliage    |
| 14. parsonage | 42. postage    |
| 15. image     | 43. beverage   |
| 16. envisage  | 44. seepage    |
| 17. bandage   | 45. pelage     |
| 18. courage   | 46. orphanage  |
| 19. manage    | 47. encourage  |
| 20. damage    | 48. discourage |
| 21. heritage  | 49. patronage  |
| 22. package   | 50. pilgrimage |
| 23. roughage  | 51. homage     |
| 24. cleavage  | 52. usage      |
| 25. storage   | 53. moorage    |
| 26. nonage    | 54. percentage |
| 27. pasturage | 55. peonage    |
| 28. lavage    |                |



# A Cleanup Campaign

Co-operation of all grades insured its success

By Sister M. Maidene, S.S.N.D.

Perpetual Help School, Tampa 5, Fla.

■ Perhaps you have no problem in your school about keeping the grounds clean. Your pupils never carelessly toss away papers just anywhere. Places at table in the cafeteria are left thoughtfully neat. Coke bottles are always returned to the proper rack. Everyone takes an interest and pride in his school. If such is the case, and we hope it is, then congratulations are in order. You have the right to feel that your pupils are well trained and that they show their training.

Unfortunately we had a problem in our school. Something had to be done — and it had to be done by the pupils themselves. Admonitions, to classes and school assemblies as well, seemed to fall upon deaf ears. No amount of talking, of suggesting, of coaxing seemed to make any lasting impression upon the pupils. There was no noticeable improvement in the appearance of the school grounds.

Then happily came a solution to our problem. As it resolved itself and grew, there came about the desired transformation. It was accomplished by the pupils themselves. Sixth graders took the initiative and launched a Cleanup Campaign. With the "Go" signal from the principal, each child felt his immediate importance and responsibility. There was no lack of interest once the children made the problem their own.

First there was speech making. As an English project each pupil prepared and presented his speech to the class. Having in mind the particular grade he wished to address helped him to know how best to appeal his cause. Speeches were planned for every grade from the kindergarten through the twelfth. As enthusiasm within the class ran high, so also did competition. While speech making for the Cleanup Campaign was the English theme for several days, an



art period gave the class the opportunity to illustrate posters that would further the cause. Then when all was in readiness, a boy and girl team armed with just the right speech and poster set out for a particular classroom. Zeal proved to be a powerful weapon. The success of that first maneuver of the campaign was apparent in the burst of enthusiasm with which each team returned to its own classroom.

## Cleanup Badges

Nor was speech making to be the end of the campaign. One ingenious child awakened to the clever idea of making badges for each member of the class which was sponsoring the campaign. Since authority had been given to the class by the principal, and all were in earnest about seeing the campaign successfully carried out, each sixth grader appeared at the lunch hour wearing a "Cleanup" badge. The badges were simply made from pieces of colored cardboard. They varied from mere printed words such as "Cleanup Secret Service" to illustrated comic drawings with some catchy phrase. The badge wearers did a fine job on duty reminding any "forgetful" offender, "You dropped your candy wrapper" or "You forgot your coke bottle." The badge

idea worked like magic. So intrigued were the youngsters in the lower grades that they began to question how they too could get a badge. When they were informed that if they would co-operate in the Cleanup they might earn one, they were delighted. Almost immediately they began their lookout for stray papers that they might prove themselves to be in earnest, and daily from that time on they were on the alert to keep the grounds clean.

The demand for badges grew to be the final problem. As fast as the "comic book" artists in the sixth grade could



work in their spare time, the supply could not overtake the demand. It was necessary to set the whole class to the task and let badges be made wholesale. But there was strange power in the campaign badges. Every youngster was out to earn one. As a result, a marvelous change took place in the appearance of the school grounds.

Within the class sponsoring the Cleanup Campaign there was manifested the strengthening of class spirit which springs up where there is unity of purpose. But above all else, there was shared by each member the new-found joy and satisfaction which lies in the accomplishing of a worthy purpose and in its success.

# First Council of Jerusalem - 51 A.D.

By Sister M. Ruth, S.N.D.

St. Bernadette School, Drexel Hill, Pa.

*This playlet serves as an interesting introduction to the study of the Apostles' Creed or as a summary of the work of the Apostles in their various fields of labor. It may be effectively carried out in the classroom without staging or costumes. The "Apostles" may sit around a table on which are maps and papers, or may be seated at their desks grouped together. A small fishbowl or some such container will serve to hold the "lots." If desired, the presentation may, of course, be given with suitable costumes and scenery. The material is suitable for seventh and eighth graders.*

PETER: Men, brethren, and disciples of the Lord. We are assembled here to discuss plans for carrying out the Master's command: "Go ye therefore, teach all nations, baptizing them in the Name of the Father and of the Son and of the Holy Ghost." Was this not His last message to us?

JAMES I: Indeed yes, and here we have maps and lists of all known nations. To each one must we spread the Light of Faith entrusted to us.

PHILIP: Have you decided how the different nations are to be allotted?

JAMES I: No; that is one of our purposes in calling this meeting.

PETER: To Him who searches the hearts of all men, we shall humbly pray for divine guidance and then draw by lot each man his field of labor. You have the lots ready, haven't you, James? Of course your place is already decided. You must stay here.

JAMES I: Yes; all is ready.

PETER [*rising up and praying with arms uplifted*]: Let us pray: O Lord God, Thou who knowest all things, show to which of the nations Thou wouldst have us go to spread Thy Kingdom and fulfill Thy will, that all peoples may be brought to Thee.

ALL: Amen.

[*Each advances and pulls out a slip. Then each reads in turn.*]

PETER: To Antioch I go. That is near enough to consult with you, James, and there are many of the brethren there who need our ministry.

ANDREW: Well, I'm off for Achaia.

Let me see where that is. [*Consults map*] Oh yes, it's near Greece. I can easily find a ship going in that direction.

JOHN: My allotted destination is Rome. An opportunity for much work surely. Well, the Lady Mary's prayers will help me in my task.

PHILIP: I leave for Phrygia. That's in Asia Minor, isn't it? It will take some time to get there but I'll manage all right.

BARTHOLOMEW: Armenia for me. I met several Armenians at the Pentecost and they were fine people. I'm sure I'll find a colony of Christians there to greet me when I cross the Black Sea.

THOMAS: Hm, my place is India. That's near the end of the earth so we shall be fulfilling the Lord's command grandly.

MATTHEW: Ethiopia in Africa! I can reach there from the Red Sea easily enough and those Ethiopians ought to make fine Christians. Wasn't one of those kings that the Lady Mary told us came to visit Christ at His birth, from Ethiopia? I think he was.

SIMON: My slip says Persia.

JUDE: Why, so does mine!

SIMON: Good. We can go together then. It's probably a large enough territory for two. History tells us much about those Persians and I am glad of the chance to labor there.

JUDE: Yes; perhaps we can turn their warlike tendencies to fighting the powers of darkness.

JAMES II: To Spain I go. I don't know anyone from there. I suppose if I go with you to Rome, John, I can find passage the rest of the way.

JOHN: I'm sure you can and I'll be glad to have a companion on my trip.

MATHIAS: My labors will be here in Judea. There are so many of the brethren scattered throughout the land who need someone to organize churches. It will be a happy task for me.

PETER: Blessed be the Lord, God of Israel, Who disposes all things according to His will.

ALL: Amen.

PETER: Now, it seems fitting that before dispersing to our allotted fields

of labor, we should determine upon those truths which we consider as essential to Christian doctrine, and, lest the frailty of our memories be an obstacle to our teachings, we think it best to make a list or summary of those things we believe concerning which the Lord Jesus spoke during His living among us.

JAMES I: Yes; it would be a good plan to sum up the chief truths we believe, that we may all teach the same things and omit naught of importance. The first important truth seems to me to be the existence of one God. We are the only nation that has kept that belief throughout the ages, so it is proper to hand it down to coming generations as the first article of Christian belief.

PETER: I believe in God. Yes, that is the first necessary belief of a Christian.

PHILIP: In God the Father, let us add, for it is to a merciful loving Father that we are to lead His children.

BARTHOLOMEW: Yes, truly a Father, and a Father who can do all things. Is He not the Creator of all things in the heavens and upon the earth? I believe in God, the Father Almighty, Creator of heaven and earth.

PETER: Fine, Bartholomew. That will help to get rid of some of those pagan ideas about the spiritual things being made by a different god than the material things of earth. Now, we have the foundation of our faith: belief in one God, His Fatherhood, and His omnipotence. What next?

JOHN: And in Jesus Christ, His only Son, our Lord. That only-begotten Son, true God and true man. Is it not His divinity we are to manifest to the world?

PHILIP: Who was conceived by the Holy Ghost and born of the Virgin Mary. Oh, the wonders of that mystery—the Word made Flesh—and the glory of that sweetest of Mothers. We must surely teach all to know and love our Lady as Christ taught us to love her.

JOHN: Yes, yes. He would not have it otherwise.

PETER: We must be sure to add that

He suffered and was crucified for our sins. Oh, I can never forget the guilt that was mine that awful night!

ANDREW: Let us mention the reign of Pilate. That will add historic value.

JAMES I: Suffered under Pontius Pilate, was crucified, died, and was buried. Is that what you want, Peter?

PETER: And thrice denied by Simon Peter, one of His own. Put that in too.

ALL: No, no, Peter. He would not want it.

JOHN: Would you seem to doubt His forgiveness, Peter? It is of Him we are to be witnesses.

PETER: Very well, let it be.

THOMAS: His resurrection must come in too. Like you, Peter, no more can I forget that scene as He stood before me and said, "Come hither, Thomas. Put in thy finger and see My hands, and bring hither thy hand and put it into My side, and be not faithless but believing."

JUDE: We must insist that it took place on the third day, for so He fulfilled His word, the sign of Scripture, and placed His death beyond all doubt.

JAMES I: He ascended into heaven, sitteth at the right hand of God, the Father Almighty. Remember the glory of that day as the Angels accompanied Him to the throne of His Father?

MATTHEW: And the Angels' message: "This Jesus whom you have seen going into heaven, shall so come as you have seen Him going." We must teach that from thence He shall come to judge the living and the dead.

MATHIAS: I believe in the Holy Ghost. Was it not by His divine inspiration that I was numbered among His own? A lifetime, even eternity, is too short to thank Him for such a benefit.

ANDREW: And the work of the Holy Ghost gave us to do that wondrous Pentecostal Day! The Holy Catholic Church, the one true Church founded

by Christ: the deposit of His grace, the dispenser of His sacraments!

JUDE: With the Communion of Saints that makes us one with those of our brethren, the saints in heaven, and the departed in purgatory. Such is the complete Church we must give to the world.

JAMES II: His Easter gift to us — the forgiveness of sins. The power to raise the fallen; to cure the sick in spirit. What a balm to the sin-scarred world!

SIMON: The resurrection of the body — our bodies one day to be glorious like His; to enjoy the delights of heaven in proportion as they now suffer on earth. If in His sufferings we share, in heaven's glories we shall also share.

JUDE: And that for all eternity. Life everlasting is to be the crown of our labors. Endless rest: eternal bliss. With such hopes we must lift the hearts and minds of men from earthly desires to those of heaven.

ALL: [*Recite the Apostles' Creed.*]

## Definitions and Educational Terms

By Edward A. Fitzpatrick, Ph.D.

### CLASS, UNGRADED

An *ungraded class* is a class set apart for students from any or all grades, composed of children in some difficulty with the educational system as organized — because of mental defect, laziness or unwillingness to work, absence, or, rarely, of giftedness. These children will receive individual attention or have individual opportunity to solve their problems. They are to be returned to one of the grades. Unfortunately, this class may become merely a "dumping ground" for problem children in the school.

### CRUTCHES IN LEARNING

*Crutches in learning* are learning aids, artificial and natural, used to achieve immediate objectives, but, because of their extraneous character or too prolonged use, are a hindrance to further learning. The child who continues to use his fingers in arithmetic beyond simple concrete processes in learning will hinder his use of symbols so essential in mathematics. Mnemonic devices also prove often to be mere crutches of learning.

### DEGREES

*Degrees* are titles conferred upon

persons upon completion of an extended course of study, and usually include a diploma (also called a degree) attesting the fact. Bachelors degrees (A.B., B.S., B.Ph., etc.) are awarded upon completion of a four-year program of studies based on and following high school graduation.

### DEVELOPMENT, HUMAN

*Human development* comprises the progressive changes in the life cycle of an individual from birth (or conception) to death, or in a more restricted sense from birth to maturity. In the more conventional sense, there are stages of development which are generally indicated by the following terms: *infancy*—birth to 3 years; *early childhood*—3 years to 8 years; *later childhood*—8 years to puberty; *adolescence*—12 years to 21 years; *puberty*; *middle adolescence*; *later adolescence*; *maturity*—21 years to ?; *old age* or *senility*—uncertain.

Arrested development may stop the further development at any age. Individual differences and particularly sex differences indicate that such marking of stages of human development can be general only with many exceptions. A further difficulty is the fact that there are many strands of human develop-

ment, and individuals may be in different stages in the various lines of development. An individual may be mature in his physical development, infantile in his intellectual development, adolescent in his social development, and in other stages of his moral and emotional development.

Sometimes a distinction is made between growth and development, the former meaning increase in size, the latter changes in internal structure—organization becoming more complex or better adapted to purposes. According to Dewey, the primary condition of growth is immaturity, the positive power to grow. "Growth is not something done to them (children); it is something they do" (*Democracy and Education*, p. 50).

Maturation involved in the concept of development includes the changes in a human being not due to environmental factors but to the internal energy and dynamism of the human being himself. However, environmental factors do condition the maturation, though they are not the cause of it.

### DIPLOMA

A *diploma* is a certificate or credential given, particularly by educational institutions of all levels, certifying the completion of a program of studies.

## DIPLOMA MILLS

*Diploma mill* is a name applied to a pseudo-educational institution awarding degrees and diplomas without any pretense of having students meet any substantial educational requirements but who are willing to pay the price.

The name could be applied appropriately to educational institutions, more respectable than the above, which maintain the externals of an educational institution but, in their frantic efforts to obtain great enrollment, have incompetent faculties and do not require substantial achievement of students.

## DULLARD

A *dullard* is a person of low intelligence or who is slow in learning. Father Thomas Shield's *Unmaking of a Dullard* is a record of a child who was regarded as a dullard but became a professor of education at the Catholic University of America. Slow learners are not always dullards.

## ECLECTICISM

*Eclecticism* is the effort to construct a comprehensive, unified system by a critical examination and selection of seemingly compatible features from existing disparate organizations of knowledge. This must be distinguished from syncretism which is an uncritical effort to make a new system—often a mere compilation. Syncretism ordinarily is defined as the kind of thinking—as with children—in which accidental or *non-sequitur* thinking is assumed to be logical or casual.

## EMPATHY

*Empathy* is the imaginative transposition of oneself into the feeling, thinking, and actions of another; it is sensitivity to cues which facilitates communication with another person and induces better understanding and insight into his situation.

Empathy is a more active interest in, truer appreciation of, and greater personal participation in the other person's situation; i.e., a more complete understanding than is expressed in the word "sympathy" with its emotional aura.

## ENVIRONMENT

The term *environment* in psychology and in education carries the burden of its original use in biology of the "external factors in the life situation of an animal organism." The tendency has been to talk of the environment as if it were "out there," the same for every individual located in a particular spot. More recently, the term is restricted to those factors which influence the organism. The assumption seems to have been that the environment is

the active agent rather than a passive condition. The environment in every individual case is that to which the individual gives his attention, or what reaches his mind. He is the active, selective agent. He makes his own environment. It is strange that educators were talking in biological terms about environment, when they were emphasizing in method the principle of apperception. While in some individual cases environment may be overwhelming, in general it is the individual who uses his environment for the life purposes he accepts or formulates. He is captain of his soul, though he may not always be master of his fate.

## EXAMINATION, OLD TYPE

*Old-type examination* is a phrase used to distinguish the newer objective tests—true and false, matching, multiple choice—from examinations in which students' answers were in essay form or a form other than that of checking items.

## EXAMINATION, FINAL

A *final examination* is one given at the end of a course or term, presumably covering all the material in the course or during the term. Sometimes the mark on the examination is the student's mark for the course or term, or it may be counted as a certain proportion of the final mark, along with the record of daily recitations. In some schools students are excused from final examination if they have done very well in their daily work.

## FRAME OF REFERENCE

A *frame of reference* is the philosophy or theology or any comprehensive organized general view of things or principles or value within which specific proposals or ideas are considered, interpreted, or put into practice. Marxism or Communism may be a frame of reference, as may Christianity. In educational administration, decentralization or centralization may be a frame of reference; in method, traditionalism or progressivism. In many cases, the frame of reference is nonconscious or unexamined.

## LEARNING

*Learning* is the activity by which changes are made in the physical or mental make-up of an individual which enable him better to meet his present situation or to guide his future behavior. For physical habits and skills, these changes may be primarily in the physical organism, though in human beings mental elements are usually involved. Mental organization—including ideas, habits, and skills—is the more significant characteristic of human learning. These changes involve

changes in amount and quality of the student's knowledge, skills, emotions, and attitudes, and in his character.

In the Gestalt psychology, the result of learning is called *insight*. While *habit formation* is a large part of learning the term itself is more inclusive, such as the *ideational elements*. It is distinguished from *maturation* which, as it increases, facilitates learning. The effectiveness of learning is conditioned on the power of memory, the capacity to retain and recall what is learned when needed in subsequent experience. Learning is evidenced not merely by a greater amount of knowledge or more skill, but also by the speed, precision, or freedom from error, complexity of organization, or perfection of form, or economy of effort of the learning product.

## LEARNING CURVE

The *learning curve* is a graphical representation of the progress of an individual in a specific learning process, from initial steps to mastery, as measured by such factors as amount of time, number of repetitions, frequency of repetitions. This learning curve will include ordinarily *plateaus* when no learning seems to occur, though such periods may be significant in learning as periods of consolidation of results.

## LEARNING, TRIAL AND ERROR

*Trial and error* in its pure form is characteristic of animal learning and infant learning. It is marked by successive random responses or trials to a situation until a satisfactory or successful response is made; success in repeated trials is achieved with fewer efforts until the successful response is made as soon as the situation presents itself.

In distinctly human learning, even in infancy, the trials are not purely random, particularly with increasing maturity. Some idea, theory, or hypothesis guides the trials, and the hypothesis is progressively refined with the experience of the trials, until success is achieved. A great deal of scientific work has trial and error as an essential characteristic.

The term was first used by Lloyd Morgan in 1894 and was called by Thorndike the *Method of Trial, Error, and Accidental Success*. The fact has, of course, been characteristic of man's learning from the beginning of human history.

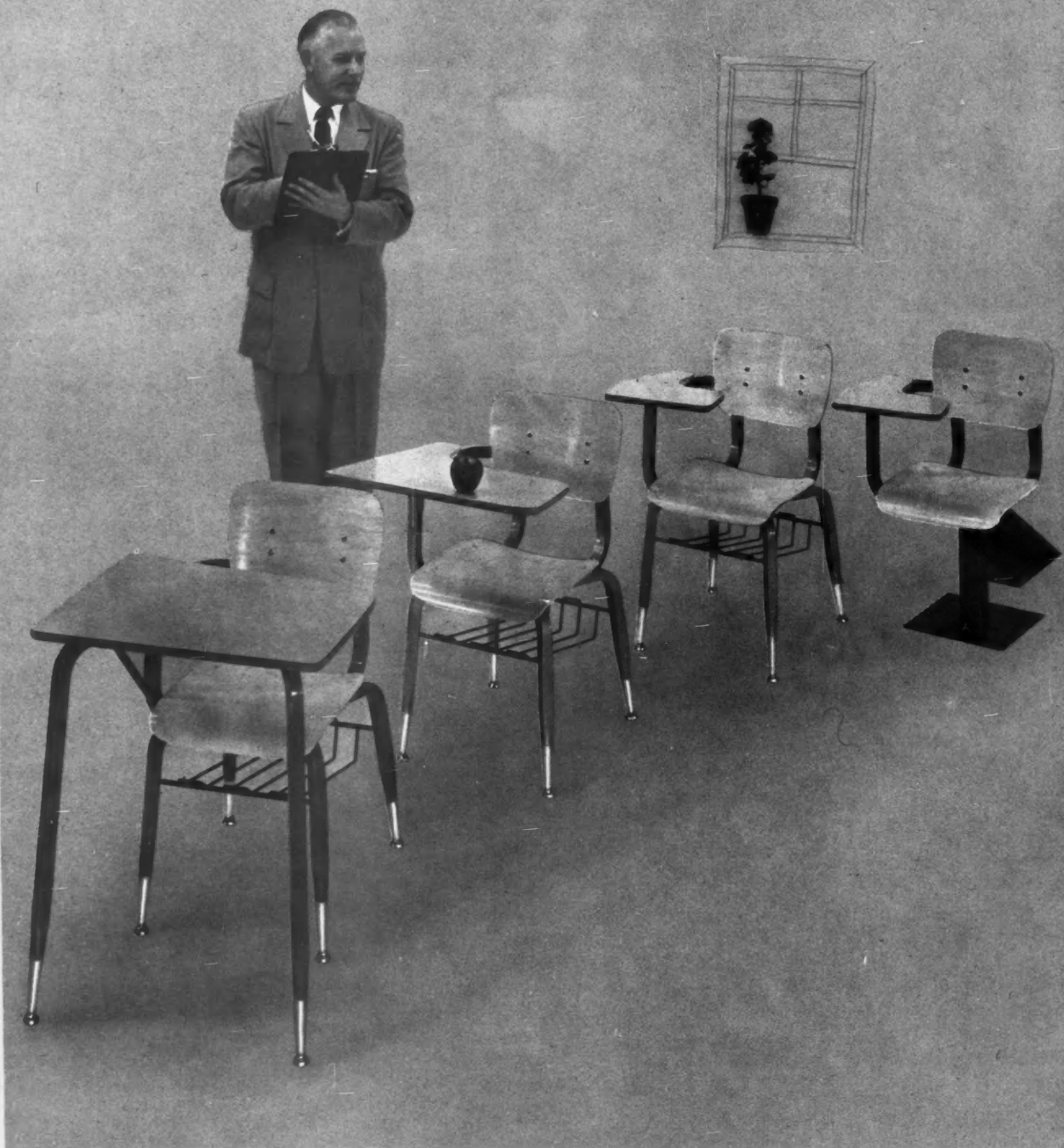
## MINIMAL ESSENTIALS

*Minimal essentials* are those items or parts of a subject or unit of study which cannot be omitted if the purpose of the instruction is to be achieved, or if the subject is to be carried on effectively in further study or used in the practical application to cases.

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This special Catholic Management Section will be included in the CATHOLIC SCHOOL JOURNAL five times a year—in February, April, June, September, and November—as a special service for all the administrators and supervisors of Catholic schools and institutions.

## CATHOLIC MANAGEMENT Section

April, 1960

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## PURCHASING: *Key to Real Economy*

By BROTHER LEO V. RYAN, C.S.V., Ph.D.

*Director of Continuing Education, Marquette University, Milwaukee, Wis.*

● ANY PURCHASING PROGRAM which primarily stresses lowest cost will eventually boomerang. The continuous emphasis on the lowest per unit purchase price has undermined the real appreciation on the part of many people of the importance and value of an organized approach to parish, school or institutional purchasing.

Price is but one factor to be evaluated among the several judgments that should be exercised in procuring school or maintenance or equipment supplies, or in engaging various personal services. Despite much current thinking, price is *not* the most important factor to be considered in purchasing.

The economical administration of the limited financial resources of a parish, school, or institution, is the general objective of any purchasing program. It becomes very easy to confuse dollar savings with economical administration. The concepts are not synonymous. Why is this not so? The answer is to be found in an understanding of the real nature of the purchasing or procurement function.

**Purchasing consists in buying the right quality of materials, in the right quantity, at the right time, from the right source, and at a fair price.**

The lowest price agreement in purchasing is valid only after all the other conditions embraced in the concept of purchasing have been satisfied. No economy is achieved if the merchandise secured through the lowest bid is not of the best quality for the work to be done. If the quality is not that which the user requires to be consistent with the results desired, the saving is false economy.

Second grade products that wear out or diminish in effectiveness more quickly than competitive products, or products that are outmoded or soon to be discontinued frequently prove to be economical in promise only, not in fact.

Sometimes price saving may be achieved when the purchaser buys odd sizes, end runs, seconds, imperfects, or relieves a supplier of his remaining inventory. These savings possibilities are not to be overlooked, but they are legitimate *only* if the quality standards required to do the specific job on hand are not minimized, overlooked, or undermined by the product finally purchased for use. In the long run, determining the product that will do the best job and seeking satisfactory price arrangements, is better than finding a low priced item and asking, "How much of this product can we use?"

### **Don't Buy More Than You Need**

No saving has really been achieved, if, to secure the lowest possible price, the purchaser must stockpile a quantity in excess of the amount required for normal usage. Additional cost is always incurred through storage, inventory, spoilage, and/or failure to properly utilize the total inventory. Constant price hunting may ultimately save very little. The time required to locate special items from one supplier and a few bargains from another decreases the time available to the administrator to deal with other duties. Being able to buy too few items at the special price from any one supplier violates the ideal of good purchasing as much as the purchasing of excess quantities. Vendors are not especially eager to do business with purchasers who seek only the bargains, the loss leaders, or the seasonal specials.

No lowest price offer ever proves to be a real advantage if the materials purchased are not available as needed. One of the desirable outcomes of a real procurement program is the assurance that materials required for the school program are and will be available when needed. Inefficiencies sometimes enter the picture when the staff must wait for the specially priced supplies to arrive, just as conversely excessive costs

## BROTHER LEO RYAN KEYNOTES PURCHASING SECTION

A member of the editorial advisory board of CATHOLIC SCHOOL JOURNAL, Brother Leo V. Ryan, C.S.V., is well versed in the theoretical and practical aspects of purchasing. He serves as business manager for Cathedral Boys High School, Springfield, Ill., and the Spalding Institute, Peoria, Ill. In 1958 he received the first faculty fellowship from the Milwaukee Association of Purchasing Agents, which he spent serving with the procurement staff of the A. O. Smith Co. He also is advisor to the association's professional development committee.



are incurred when items must be purchased at retail because they were overlooked in the planning stages and then suddenly were needed yesterday. Beware of artificial shortages and excessive buying to beat anticipated price rises.

### Cost Includes Service

A firm which bases its reputation on providing equipment or supplies at lowest cost may not always be the best equipped or the most satisfactory firm to do business with when it comes to making adjustments on orders or when service is an important ingredient in the relationship between vendor and purchaser. A rule of thumb developed by consumer experts in the appliance market has pertinence here: "Know your firm, know your products, know your guarantee." The Better Business Bureau always advises "Investigate before you invest." This admonition applies just as much to school, parish and institutional administrators who are considering suppliers, as to investors considering purchasing stock in gold, silver, or uranium mines.

After examining the various phrases in the formal definition of purchasing, finally, let us face the important question of price. The definition of purchasing refers to a *fair price*, not the lowest price. The price must be consistent with quality, quantity, service, delivery and other conditions demanded. Many people consider themselves successful negotiators and accomplished buyers if they can "chisel" down the price ordinarily established by the vendor. Some administrators consider this feat the primary activity of the purchasing agent. An experienced school business manager, C. J. Ogden, once observed:

*"Price doesn't mean a thing if we don't get a suitable material and get delivery of it when it is needed for a particular job. The lowest quoted price may not necessarily be a fair one. In some instances it may be too high or in others, too low. For a good, lasting, mutually beneficial relationship with a vendor we must, in the long run, pay him a price which will allow him to meet his costs and earn a fair profit."*

Purchasing for the parish, a school, a religious community or charitable institution does not vary greatly from purchasing for business. Basic purchasing procedures are universal. Procurement patterns vary only in their adaptation to the type of organization for which they are designed. Purchasing for a large institution and purchasing for a parish vary only in the breadth of items and the size of staff. Purchasing procedures in a small organization are simply modifications of those of larger groups. In the following articles of this special Purchasing section, note the similarities of viewpoints expressed by Monsignor Joseph R. Stehling in his approach to purchasing as pastor with that of Father Donald Reagan approaching

purchasing as a principal, and that of Thomas A. Linton who directs purchasing for a city school system. It is the responsibility of the pastor or administrator to *recognize sound buying practices and to adopt appropriate methods and procedures* that are best suited to the situation.

### Objectives of Purchasing

In purchasing supplies, equipment, or in engaging services, the purchasing agent must stress two paramount considerations: *improvement of service and the most economical use of funds.* The purchase of educational and operational supplies, equipment and contracted services represents a considerable outlay of cash, and provides many occasions for potential economies. "Efficient expenditure management," Arvid J. Burke reminds us, "is the sum total of efficiency in many small things."

What are the major objectives of a sound purchasing program? An organized procurement effort (1) provides supplies, equipment, and services essential to the purpose of the organization: to worship in the case of the church, to educate in the case of schools, to train in the case of seminaries; (2) maintains continuity of these materials with a minimum investment in inventory consistent with need and economic advantage; (3) avoids duplication and waste; (4) achieves price advantages because of a co-ordinated and systematic purchasing effort; and (5) maintains good vendor rapport based on sound business relations.

### Organizing a Procurement Program

How should a procurement program be organized? The most effective job of purchasing can be done when the effort is centralized. All purchasing activity should be channeled through one person, rather than handled on a general, unorganized basis where everyone is engaged in purchasing for his or her large and small needs. Centralized purchasing—whether handled by a single person in a parish or small school, or by a special department in a hospital, college, or seminary—has several pronounced advantages: (1) provides better control over transactions and expenditures; (2) relieves personnel of detailed buying responsibility, reduces their interruptions, restores lost interview time, and permits them to give undivided time and attention to their primary assignments; and (3) permits the development of specialized market knowledge and buying skills on the part of the administrator handling procurement.

All business management is directed toward improved internal control. Centralized procurement establishes: (1) control over specifications; (2) control over receiving and inspecting with a central point where shipments may be inspected and corrections noted; (3) control over storage

## GLOSSARY OF PURCHASING TERMS

**PURCHASING AGENT** — Any person, whether holding the title of purchasing agent or not, who is officially designated by an authority to contract for necessary supplies, equipment, and services.

**VENDOR** — A potential supplier of the items listed on a requisition or indicated in a specification.

**RESPONSIBLE BIDDER** — A vendor who is qualified by experience and equipped to perform the work required or furnish the materials indicated in the specification and who has the necessary financial backing to establish his ability to complete the contract.

**LOWEST RESPONSIBLE BIDDER** — That responsible bidder offering to furnish the items of supply or equipment indicated or to perform the services required in a given specification at the lowest price.

**REQUISITION** — A request from a person or department for one or more items or services necessary in performing a function which advances the program or the facilities of the department.

**NOTICE TO BIDDERS** — A public announcement of intent to purchase specified supplies or services under specified conditions, and an invitation to potential vendors to submit a price for which the supplies or services will be furnished.

**SPECIFICATION** — A description of supplies or services setting forth in a clear and concise manner the characteristics of the item to be purchased and

the condition under which the purchase will be made.

**BID PROPOSAL** — A formal notice by the bidder to the buyer of the conditions and price under which he will furnish the supplies or services set forth in the specifications. This is customarily submitted on a bid form furnished by the buyer.

**QUOTATION** — An informal notice by a vendor to the buyer of the conditions and price under which he will furnish certain supplies or services.

**CONTRACT** — The agreement entered into by the school or institution after an award has been made to the lowest responsible bidder meeting specifications.

**PURCHASE ORDER** — A formal notice to a vendor that he has been selected to furnish the supplies or services described in detail thereon.

**INVOICE** — A formal statement from the supplier to the buyer listing the amount due and the terms of payment for supplies delivered and/or services rendered as described thereon.

**CLAIM** — An invoice submitted on a form provided to the supplier by the buyer.

**STOREHOUSE** — A central warehouse for stocking supplies and equipment or a section of a building, set aside as a storeroom for ordinary supply items.

**CODING** — The assigning of an account number to an item of expenditure so that the expense may be charged to the proper item in the budget.

— Adapted from *School Business Management Handbook*, No. 5, Purchases and Stores, University of the State of New York, State Education Department, 1955, pp. 17-18.

which facilitates bulk buying; and (4) control over distribution and use of materials.

In even the smallest elementary school, convent, or rural parish, the assignment of purchasing activity to one person — a nun other than the superior, a teacher other than the principal, or an assistant rather than the pastor, illustrates the art of delegating, upgrading of staff, and evidences good business organization. School authorities recommend centralization of purchasing activities in one person even in individual schools. The whole area of purchasing admits of places where inefficiency can creep in; lack of organization invites waste and inefficiency. A single person should be given specific responsibility for all purchasing. As he gains experience, duplication will be eliminated and economical practices will emerge. Centralized purchasing in the individual Catholic elementary or secondary school can: (1) effect economies through competitive bidding, quantity buying, or contract purchasing; (2) eliminate duplication of orders, purchases and paperwork; (3) plan purchases to conform to the budget; (4) facilitate procedures governing receipt, recording, approval and payment of invoices; and (5) release faculty members from a tedious and wearing activity.

### Methods of Purchasing

What are some of the best methods of purchasing? Competitive bidding, quantity purchasing, and contract buying represent

advantageous methods of purchasing. Competitive bidding is a standard purchasing procedure usually employed (1) on special or nonrepetitive acquisitions; (2) on initial orders for standard items for which no supply source has been previously established; or (3) on purchases exceeding an established dollar value. Competitive bids are also used when the buyer wishes to explore the possibilities of purchasing from one of a number of suppliers unknown to him or for the selection of vendors on especially desirable terms. Since bids traditionally involve the implicit acceptance of the lowest bid, many purchasers simply ask for quotations from prospective suppliers when attempting to gauge the market. Formal bid contracts and even informal sealed bids are used only in major expenditures, i.e., for construction contracts. Letter quotations or individual negotiations are more common methods.

Every dollar conscious administrator knows that anticipation of annual needs, and therefore quantity purchasing, yields major savings. A school of 500 by anticipating its annual consumption of 16 lb. white, 8½ by 11 mimeograph paper reduced the purchase price by 32 cents per ream when it placed a single order with August and January delivery dates. Careful estimation of needs over a span of time permits quantity purchasing.

Contract buying involves awarding a contract to a particular supplier with the understanding that the vendor will supply materials or services for a designated period of time. Contract

buying may be employed for office services, such as service contracts with tabulating companies; for cafeteria needs—milk, bakery, goods, foodstuffs; for custodial services—exterminating service, or for equipment inspections of timing systems, typewriter or office machine agreements.

### **Individual and Group Buying**

Orders individually placed with vendors by the person or persons authorized to buy, generally describes the purchasing system favored in most parishes, schools and church sponsored enterprises. Only in recent years have we witnessed the growing development of group buying. Religious communities have often pooled their needs and purchased jointly. Informal surveys still indicate considerable autonomy among convents, monasteries, and institutions conducted by religious orders. Often the religious community purchases select items through a central office and allows considerable leeway to each house in securing small or personal items. Parishes traditionally purchase separately. Schools in past decades did well to centralize within, to say nothing about pooling resources for city-wide, community-wide, or diocesan-wide purchasing.

There is evidence of the growing importance of diocesan purchasing or procurements offices based on their increasing number and volume of purchases. In the east there are diocesan purchasing operations bearing a variety of titles: Institutional Commodity Service, Archdiocesan Institutional Procurement Service, Institutional Service, or Institutional Purchasing Company. Participation in these buying groups may be compulsory or voluntary or obligatory for some institutions and optional for others. The situation varies among dioceses. There also exist privately organized buying groups which service the clergy and church-sponsored organizations. In such cases, the distributor acts as a middleman between the manufacturer and the purchaser, receiving a percentage for the services performed.

What are some of the best techniques to be followed in a purchasing system? Purchasing may be done by specifications or by samples. Thomas A. Linton, Racine (Wis.) School Business Manager, writes in this issue on the role of specifications—long and short form—in buying. He also raises the related issue of testing and inspection of materials purchased from specifications or samples.

What are some of the forms best designed to expedite the purchasing process? Standardized supply lists, requisitions, quotations or bid sheets, and purchase order forms represent the forms most frequently used by purchasing officials. The standardized supply lists present an orderly compilation of the items usually purchased with space for current inventory, quantity needed, the unit of supply, price and extension column.

Supply lists facilitate completion of requisitions and provide a uniform guide for securing needed items. Requisitions, quotation forms, and purchase orders are defined and illustrated in the article which follows written by Brother J. Alfred, F.S.C., who also describes a simple, workable system for school or institutional purchasing.

When is the best time to purchase equipment and supplies? Like the January white sales and the August furniture sales in the consumer market, there are desirable times to schedule purchasing in the industrial market. A purchasing timetable serves the additional purpose of staggering the purchasing workload. The purchasing calendar masterplans the annual procurement program. An example on page 77, shows how Monroe Melton, Dade County (Fla.) Director of Purchases, developed a "Timetable for Purchasing Basic Supplies" which can serve as a model for any purchasing officer.

What is the relationship between purchasing and supply management? Today in business and industry the expression "purchasing" is giving ground to the concept of materials management. Purchasing is only part of the function of supplying needs or fulfilling requisitions. In addition to ordering the required goods or services, materials management includes the receipt, inspecting, storage, inventory control and ultimate distribution of equipment and supplies. This issue of CSJ devotes considerable space to illustrating the importance of adequate storage. The ability to purchase and store safely is an important link in the chain of economies possible in procurement. Getting the materials into the hands of users is also vital. Only by performing all these activities can the business office be said to have a materials management program.

### **A Challenge to You**

Purchasing and the functions related to procurement provide a real challenge and a constant opportunity to save money. Purchasing has become a major activity in management because of its frequency, its scope, the time involved, and the dollars exchanging hands. With revenues relatively static and costs varying, the prudent exercise of the purchasing responsibilities can serve as the key to real savings. Efficient purchasing employing sound buying practices with centralized authority, proper channels and methods, refined techniques, carefully timed and continuous supply management, will yield untold dollars in savings. The administrator who develops such a purchasing program shows his grasp of good business procedures and understanding of the real meaning of purchasing. Such an administrator will save dollars every year and will still avoid the fallacy that the lowest price is the best buy.

This entire Management Section is devoted to helping you perform the purchasing function more efficiently. We hope you find it a valuable and profitable guide.

---

*Buy not what you want, but what you have need of;  
what you do not need is dear at a farthing. — CATO*

# The PASTOR

## Looks at Purchasing



Salesmen are always welcomed by Msgr. Stehling.

By **RT. REV. MSGR. JOSEPH R. STEHLING**

*Pastor, St. Nicholas Parish, Milwaukee, Wis.  
Former Treasurer, Messmer High School*

● **IN THE HALLWAY** of one of the rectories there hangs a sign which contains this threat: "We shoot every third salesman—you are number three." This, of course, is a slight exaggeration, but it does reflect somewhat the attitude of some pastors toward salesmen.

For many pastors the path between their desks and the front door becomes a Way of the Cross, with improvised thoughts and words—particularly when a salesman is at the button-pushing end. Some have attempted to solve the problem by posting notices at the entrance to the effect that salesmen and solicitors will be seen only by appointment or, let us say, from two to three a.m. For many reasons I have been unable to convince myself to adopt such a policy. This may be due to the fact that my experience has been limited to the treasurer-ship of a 1200 student high school, and pastor of a parish of approximately 1000 families.

I do not recall ever turning away a salesman without giving him a hearing. I welcome salesmen, and I do so for selfish reasons. Every parish numbers some salesmen among its membership. Their contributions depend upon their earning capacity. The more prospective buyers they meet, the greater their income and the greater their parish support. I have learned to place salesmen in three categories: the high pressure, the sincere experienced, and the beginner.

The pastor who knows his merchandising can put the first-mentioned, the high-pressure artist in his place by checking his extravagant, incorrect claims as quickly as he utters them. Once the salesman appreciates that the buyer

knows his business, he gets down to facts by making normal, truthful statements. The sincere experienced salesman is a godsend. He can become a great help to a pastor by giving him the benefit of his years of experience. Certainly, he must be better equipped than the average buyer, and therefore, can be helpful and informative. I have seldom spoken to a man who knows his products and parish needs without becoming richer in information and practice. I encourage this type of salesman to meet and talk to my maintenance men because they, too, greatly benefit by such contacts. Experienced salesmen have often advised short cuts, time savers and methods that eliminate expensive equipment. The third class, the beginner in the selling line, needs encouragement. Nothing discourages a young man more than a series of rebuffs at the beginning of his new career. If I cannot learn from him, I can encourage him, and perhaps give a few helpful pointers without making it obvious. Some of these men later became useful, generous and grateful friends.

### Buying From Parishioners

Always present is the problem of purchasing from parishioners. This is one of the dilemmas of a pastor. I have taken a realistic, practical viewpoint on the question. All things being equal, I selfishly favor the man from my parish because he supports me. If, however, I am convinced that his product is not of equal value, I do not purchase from him because it means postponing the inevitable day of judgment and doom. If the product is inferior and I purchase it, I cannot reorder—and then I be-

come a two-time loser. I lose the parishioner, his friendship and support, and I also lose by the use of an inferior product which is detrimental to maintenance and equipment of my building. This makes it necessary to invest time, material, and effort to restore the condition of the property. So I purchase from parishioners solely on the basis of the equal or superior value of their merchandise. Whenever I decide to change products as a favor to a parishioner, I truthfully explain the reason to the losing salesman.

### Inventory File

I try to save salesmen repeat visits and calls, and myself unnecessary trips to the door by keeping an inventory of supplies on hand. It consists of a little metal box containing 3 by 5 index cards. For example, when I purchase floor wax, I enter the price, quantity, content, date of purchase, competitive prices, as well as our present inventory on an index card. My maintenance men know from experience how much material is required to wax the different areas of the plant. After the cleaning, we estimate the amount of material used and subtract it from our inventory. The result is the material on hand. This card record saves the salesman calling back while we have adequate supplies on hand. It also keeps me informed when to reorder, and to be alerted to prevailing prices at the time a new supply must be purchased.

### Ordering New Products

This file has other advantages: Whenever I meet with a salesman, I jot down

(Concluded on page 82)



# BUYING for the Schools

By THOMAS A. LINTON

*Director of Business Services, Racine (Wis.) Public Schools*

● A SCHOOL SYSTEM, like commercial and industrial enterprises, allots a substantial portion of its budget toward purchasing, procuring, and storing the items of supplies and equipment essential to the educational program and for the maintenance and operation of school buildings. In contrast with commercial and industrial purchasing, school systems buy end products for use, rather than for processing and resale.

## Planning the Buying

Many schools still operate on the combined annual requisition system, with all purchases being made at a single time in the year. The business office is then overloaded and unable to pay close attention to the buying of some items. Staggered buying, with the assistance of standardized lists, overcomes some handicaps of the combined annual requisition. Separate standardized lists are prepared for art supplies, textbooks and workbooks, building service supplies, physical education and athletics supplies, and others where conditions are suitable to standardization. Each list contains frequently used items agreed upon by staff committees, with space to indicate inventory and quantity needed; estimated costs could be inserted, if desired for budget purposes. A purchasing timetable can be established so that art supplies, for example, are purchased in January, physical education supplies in February, and so forth. Advantages of this buying system are:

- Equalization of the work load in the business office and in the schools. Stockrooms in the schools are not jammed in September and empty in May.
- Better prices obtained by consolidation and standardization. This need not imply poorer quality, for the standards can be set as high as desired.
- Better prices and fewer adjustments due to shipping errors may be had by buying in the off-peak times. School supply houses and publishers are deluged in the summer and are often forced to work overtime with less efficient temporary help. Some school suppliers offer extra discounts for off-peak buying.
- Co-operative development of standard lists by the business office and the users results in better rapport between the business office and the schools.

## Preparing Long Specifications

Purchasing specifications are like income tax forms: They're long or they're short. The long-form specification is typified by the federal specifications. Detailed specifications have a place in large quantity buying, but few school systems have the facilities to follow many of their procedures. An indirect advantage to drawing up a long-form specification is that the careful thought and full review of requirements may result in simplification of the purchases being made and may also reveal items which can be satisfactorily replaced with less expensive ones.

Just as it is uneconomical to spend hours to work out the long-form income tax form to save pennies, it is uneconomical to prepare detailed specifications for small lot purchases. Specifications must be reviewed periodically to prevent obsolescence; adequate inspection and testing facilities must be provided; and the purchaser must bear the responsibility of satisfying himself. The supplier is obligated only to comply with the terms of the specifications. If the product does not live up to expectations, the liability rests with the buyer.

## Preparing Short Specifications

The short-form specification may take many forms, the most common being

the brand name and the sample specification. Particularly for small quantity purchases, brand-name buying has some substantial arguments in its favor:

- It saves time in soliciting quotations and in ordering.
- It eliminates the need for elaborate testing and for most inspection, since there is an implied warranty that certain quality and performance standards will be maintained.
- It is readily accepted, even demanded by users who base brand-name preference on favorable experience, prejudice, or hearsay. People do better work and get better results when working with materials in which they have confidence. This phenomenon has side effects, which result in substantial price reductions by certain manufacturers on products which will be used by students, such as the big school discounts for appliances, typewriters, and office equipment, to name only a few.

However, brand name buying can cut down competition, unless competition exists between suppliers of the same brand. Approving more than one brand for each item can be helpful, taking care to list comparable brands and models. Remember the distributor's brand is less uniform and reliable than the manufacturer's brand. Only the manufacturer has direct production and quality control, while the distributor may put his label on the products of several manufacturers. Knowing what the trade name stand for helps to make a fair comparison of prices. This is particularly true in the field of custodial supplies where cleaning compounds of simple formulation command premium price because of packaging and advertising.

## Buying by Sample

Buying by sample is sometimes called the "lazy buyer's method," but it shows more merit than the title suggests when

it comes to buying specialized equipment such as classroom furniture, record players, film projectors, or office machines. A piece of equipment such as a desk may conform to everything in the specification yet may be poorly made. It is advisable to insert this phrase in some specifications: "Must be the best workmanship known to the industry."

### Materials Management

One area of materials management that can be explored profitably by any size school system is the area of standardizing packages and containers to suit the needs of the users. Handling, storage, and spoilage costs incidental to bulk purchase of certain commodities may frequently more than offset the initial price advantage. The following are examples from our operation:

● **FLOOR WAX** is now purchased in five gallon cans, instead of 30 or 55 gallon drums. It is more easily handled, and there is less settling, separation, and spoilage.

● **ART CLAY** is purchased in the dry form in 50 pound, multi-wall paper bags for easier handling and storage at the point of use.

● **DUPLICATOR FLUID** is purchased in cartons of six one-gallon cans. Either cartons or cans are issued to the departments, depending upon their requirements. The empty cans are excellent for the temporary storage of

other types of bulk liquids, such as turpentine or liquid soap.

● **PRINTED FORMS** are ordered from the printer prewrapped in packages ranging from 100 to 500, depending upon the quantities normally used. The initial cost is slightly higher, but spoilage of forms due to overordering and shelf wear has been almost eliminated.

● **DUPLICATOR MASTER** units are now purchased in boxes of 100. Several larger size packages were tried, with unsatisfactory results. Because this item is very sensitive to storage conditions and aging, few of our departments could consume a carton of 500 or 1000 before the quality of the units began to deteriorate drastically. Repacking in our own warehouse was both time-consuming and dirty.

### Small Order Problems

The administrative expense of making a small purchase is proportionately larger than that of a large purchase, and may often exceed the value of the goods purchased. Although little orders cannot be eliminated entirely, here are some methods of reducing the number of orders:

● **SERVICE AGREEMENTS** for office machines, clocks, and other equipment.

● **ANNUAL CONTRACTS** for electric light bulbs, carbon paper, typewriter ribbons, and stencils.

● Many local hardware and office supply houses will offer a blanket dis-

count for a guaranteed minimum volume during a year. Authorized individuals can sign for small and emergency supplies, with clearance from the business office; monthly consolidated billings are submitted by the supplier.

● **PETTY CASH FUNDS** in the schools, replenished monthly, are useful in reducing the number of small orders. However, care must be taken that this privilege is not abused.

### Testing and Inspection

Testing falls into three areas:

1. Set standards of quality and develop specifications.

2. Check vendors' quotations and their adherence to the established quality standards.

3. Comparison of goods actually received with the goods bid upon.

As an example of the first type of testing, here is a brief summary of the procedure we followed for the purchase of lighting fixtures.

Minimum fixture specifications were prepared for classroom fluorescent lighting fixtures, with the aid of a consulting engineer. Twelve fixture manufacturers doing business in our area were invited to submit samples, accompanied by their specifications and Electrical Testing Laboratory Reports. Each fixture was hung by our electrician, after notes were made of adequacy of packing (to minimize unsightly fixture damage in shipment), adequacy of installation instructions, and the ease of

(Concluded on page 82)

## TIMETABLE FOR PURCHASING BASIC SUPPLIES\*

PROCESSING FUNCTIONS	Art		Physical Education		Classroom		Lunchroom		Textbooks		Custodial Maintenance and Music		Library Supplies and Books		Audio-Visual		Office		Maps Globes Charts Laboratory		Home-making		Industrial Arts	
	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.	Date	Wks.
Purchasing Division for Processing	Jan. 13	3	Jan. 25	6	Feb. 3	6	Feb. 24	4	Mar. 3	3	Mar. 10	4	Mar. 17	5	Mar. 24	3	Apr. 7	4	Apr. 14	4	Apr. 28	4	Sept. 17	2½
Advertising Date and Mailing of Bid Forms	Feb. 3	4	Mar. 10	4	Mar. 17	4	Mar. 24	4	Mar. 24	4	Apr. 7	4	Apr. 21	4	Apr. 14	5	May 5	4	May 12	5	May 26	3	Oct. 6	4
Return Date (for scheduled meeting of board)	Mar. 3	5	Apr. 7	4	Apr. 21	4	Apr. 21	4	Apr. 21	4	May 5	4	May 19	4	May 19	4	June 2	2	June 16	3	June 16	3	Nov. 3	4
Analyses and Recommendations (for scheduled meetings of board and notifying vendors)	Apr. 7	4	May 5	4	May 19	4	May 19	4	May 19	6	June 2	5	June 16	4	June 16	4	June 16	6	July 7	4	July 7	3	Dec. 1	5
Delivery to Warehouse	May 5	14	June 2	10	June 16	8	June 16	8	June 30	6	July 7	6	July 14	4	July 30	2	Aug. 6	2	July 30	2	July 14	4		
Deadline Date for Delivery to Schools	Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Aug. 15		Jan. 3	

\*From "Four Steps Toward Successful Purchasing" by Monroe Melton. Reprinted with permission from *The Nation's Schools*, October, 1957. Copyright 1957, The Modern Hospital Publishing Co., Chicago, Ill. All rights reserved.



# A High School PRINCIPAL Looks at Purchasing

By **REV. DONALD J. REAGAN, M.A.**

*Principal, Ursuline High School, Youngstown, Ohio*

● THE TALENT for purchasing is not an infused virtue received at Baptism. Nor does Holy Orders with its grace provide it. Its only alliance is with the moral virtue of prudence. In my day at least, neither the seminary nor the graduate school considered it a necessary part of the curriculum; therefore, my education was completed successfully without taking a course in purchasing. Lacking a theoretical knowledge of purchasing, I am therefore obliged to rely on practical experience.

As a principal of a diocesan coeducational high school with an enrollment of 1200 students, my educational preparation is similar to my public school counterpart, but my job differs from his. Since I am stationed in a diocese which does not practice centralized buying, I serve not only as an educator and an administrator, but also as a business manager — for better or worse!

Although the arrangement of having one person fulfill this dual function may not be ideal, the situation is typical of the majority of Catholic high school principals throughout the country. My experience, combined with advice from professionals in the field and educational workshops and journals in the area of business management, helps compensate for a lack of formal training.

The role of purchasing agent is a common one in any business or industry. Indeed, the average home and school association has a number of qualified fathers who would consider themselves privileged to contribute their professional talents in the purchase of specific articles and to give advice about organizing more effective methods and

procedures for purchasing. A good relationship with the business manager from the neighboring public school board of education is particularly valuable. Not only has he the same needs and the same problems, but also many answers.

Workshops on business management provide an excellent means of in-service training, for they bring together people sincerely seeking to improve their methods and humbly willing to share their experiences. This June, Brother Leo Ryan, C.S.V., will conduct a five-day workshop for religious at Marquette University similar to the one offered last year for priests and brothers. Moreover, administrators, regardless of their experience, cannot afford to neglect the professional journals. Stimulating articles often suggest a re-evaluation of present practices and open up the way for a fresh approach.

## A Combination Form

To facilitate purchasing practices, the New York State Department of Education has classified its procedures into nine steps: requisition, specifications, bids or quotations, purchase order, follow-up, receipt of goods, invoice, quality control, and approval of invoice for payment. At Ursuline high school, we have found a single requisition and order form combines many of these steps. The form we use contains the following information: name, address and phone number of the school; consecutive order number of the blank; date of order; name and number of articles; name and address of vendor purpose for use of purchase; name of person making the request; name of person receiving the

purchase; place of delivery; name of person placing the order; and signature of principal.

The teacher or custodian wishing to make a purchase completes this form in quadruplicate and submits it to the principal. The principal checks the request against the budget allowance and approves or disapproves the purchase. If he questions the advisability of the purchase or if he knows that the particular department has already reached its budget, then he arranges an interview to discuss the problem. Although the person who requests the article may suggest the name of a vendor, the final decision rests with the principal. After the principal approves the requisition order form, the person placing the order mails the original form to the vendor. The three other copies, each a different color, are sent to the bookkeeper, the receptionist, and the person requesting the order.

When the firm delivers the article to the school, the receptionist directs it to the person who requested the order. The receptionist checks the order with the invoice and with his copy of the requisition form to determine whether the delivery is complete and meets specifications. Then he requests the bookkeeper to pay the bill or to investigate any irregularity in the order. The bookkeeper files the invoice with his own copy of the requisition form and awaits the bill which he then presents to the principal for approval of payment.

In practice, this system is easily understood and executed. It eliminates the confusion of having deliveries piled high on the loading platform and of

ceiving bills which cannot be traced. Not only does it assure respect for the budget, but also it places the control of purchasing where it belongs—with the chief administrative officer of the school.

Specifications are important because they give assurance that the desired quality will be received. Furthermore, they prevent the error of obtaining too many varieties of the same item and provide uniformity in purchases made for similar purposes. Specifications may entail brand names, general descriptions, or highly technical statements. Although purchasing agents of large school systems usually develop specifications and print them in a manual available to salesmen for use as a basis for their quotations, the administrator who devotes only part of his time to purchasing for one school usually does not develop such a manual.

Occasionally the purchasing agent may want to test merchandise for quality to ascertain that he has received what he ordered. Tests for quality on an item, such as coal for example, are beyond the ability and resources of the average Catholic school principal. In formulating specifications and in testing for quality, the public school business manager can render invaluable aid.

Generally speaking, the procedure of securing bids or quotations can save an institution large sums of money. It does not mean that accepting the lowest bid is always the cheapest way of doing business. Quality, service, and price are important in that order. What is lowest in price now may be most expensive in the long run. Although it is not always necessary to buy the best, inferior quality merchandise soon needs to be replaced. Likewise, low cost is a high

price to pay for inadequate service. A poor service department or a low-cost maintenance contract that does not bring prompt service can be expensive in terms of morale and good order. Consider, for example, the strain weighing on a faculty when clocks and bells are out of order.

### One Supplier or Many?

At Ursuline High, we have found the practice of getting bids for every purchase is distasteful to the vendor and of no particular advantage to the buyer. Such a policy does not promote loyalty. Sometimes, it seems more advantageous to become an important customer to a seller. It seems wiser when buying custodial supplies, for example to choose the product with care initially, and then give one supplier the bulk of the business. This policy presumes, of course, that the salesman and his company have proved themselves trustworthy regarding the quality of merchandise, service, and price.

The following advantages of this policy accrue to the purchasing agent: (1) the supplier has a real interest in the purchaser; (2) the buyer is protected in having another source of supply in the event his main source is unable to deliver; and (3) the main supplier cannot be complacent about his business since he knows that he must continue to perform satisfactorily to maintain his favored position.

Whether to buy locally or out-of-town is also an important consideration. Price should not be the only determining factor. Buying locally establishes friendly relations in the community and returns business to the people who support the school. Generally it assures prompt serv-

ice since little time is consumed in transportation. Local purchases reduce freight charges, too, although some out-of-town dealers will pay this expense. However, some out-of-town companies specializing in certain items present a savings so great that the local merchant simply cannot compete.

For the busy high school principal, centralized purchasing seems highly desirable. If the diocese or religious community does not operate an institutional procurement agency, then purchasing certain items through an agency of another diocese may be advantageous.

Budgeting time for purchasing duties is essential for the principal who may not neglect his other important responsibilities. The principal must manage his job, not allow it to control him. He can arrange interviews for salesmen perhaps two days a week during specified hours or by appointments. By posting a sign in the office announcing his policy, he treats fairly all salesmen who must budget their time as well. To out-of-town salesmen, unacquainted with the policy, he may permit the courtesy of a brief introduction, then arrange for them to present their product at a later date. After interviewing a salesman and reviewing his product, the principal may wisely defer purchase until spring which seems to be preferred time for the biggest part of school buying. This tactic takes the principal off the defensive and allows him time to compare the product with those offered by other suppliers.

A principal may effectively delegate the task of interviewing salesmen and accumulating information to certain dependable members of the school staff who are qualified and experienced in their area. A capable faculty manager of athletics and a reliable cafeteria manager, for example, can become experts in their specialized fields. The principal, of course, must review their recommendations since he has the final responsibility.

A competent bookkeeper is perhaps the most valuable assistant since frequently on short notice he can provide much information which the principal needs to make his decisions. The famous Lefty Gomez of the Yankees attributed his pitching success to relief hurler Johnny Murphy and a fast outfield. Whatever I as a principal without a business manager or separate purchasing agent have been able to accomplish in purchasing is due to an experienced, conscientious bookkeeper and well-organized business procedures.

**This school combines its requisition and purchase order forms. Four copies are used.**

REQUISITION AND ORDER BLANK FOR		PHONE RY 44863
URSULINE HIGH SCHOOL 750 Wick Avenue Youngstown, 2, Ohio		
ORDER NUMBER <b>Nº 500</b>	DATE _____	
ARTICLE _____	NUMBER _____	
ORDER FROM _____		
ADDRESS _____		
CITY _____		
REQUESTED BY _____	FOR _____	
DELIVER TO _____	AT _____	
ORDERED BY _____		
APPROVAL OF _____ SIGNATURE OF PRINCIPAL		

# PURCHASING CONTROL

## Through Record Forms

By **BROTHER J. ALFRED, F.S.C.**

*Head, Accounting Department,  
Christian Brothers College, Memphis, Tenn.*

● **PURCHASING CONTROL** is a problem that confronts many private institutions. Whenever possible, one person should be appointed to handle the duties and responsibilities of buying. For full business control, a system of requisition and purchase order forms should be adopted. Such a policy implies that the administration will provide department heads with budget information about the amount of expenditures that will be permitted during the year.

One advantage of a centralized control system is that a given person is entrusted with the responsibility of furnishing the administrator with an accurate report of the commitments of the institution. Under this system, a close co-operation between those requisitioning items and the purchasing agent placing the orders will help overcome the limitation of the buyer who is not an expert in all fields of purchasing. The purchasing agent should be open-minded, willing to accept advice from those with an expert knowledge about specific materials and the available suppliers.

Where a decentralized purchasing system is employed, control over the various purchases can be exercised through the use of a requisition and purchase order procedure. However, periodic budget meetings should be held by the administrator, the accountant, and the buyers so that all buyers will be aware of the institution's general financial position and present budget.

Whichever purchasing system is used—centralized or decentralized—the requisitions should be routed through the purchasing office or the business office. If the institution is not too large, the administrator might review for approval all purchase orders before they are

mailed. This procedure would enable the administrator to keep in close touch with business affairs of his institution. The control system of requisition and purchase order aids the business office or accountant in locating those responsible for submitting a properly certified invoice to the accountant for final payment and processing.

### The Mechanics of Purchasing

The purchasing function involves the procurement of supplies, equipment, repair parts, and many goods and services. On a practical level, purchasing involves keeping in touch with sources of supply, obtaining current price information by correspondence or interview, getting promises of delivery dates, writ-

ing purchase orders, executing contracts for shipments, following up on deliveries, checking invoices to determine if quantities and prices are correct as ordered, and finally, compiling reports on the status of unfilled orders.

The organization of the purchasing function involves two considerations: (1) expediting the mechanics of purchasing from the time a requisition is received and a decision made to place the order until the goods are checked in and the invoice is approved for payment; and (2) deciding what is to be purchased, when, and at what price. The mechanics of purchasing may be performed by a special person designated as purchasing agent or by the business manager of the institution. Whoever performs the task, there is a need for a central clearing and control of purchases. The decision as to what should be purchased, when, and at what price may often be the responsibility of a superior, or of someone outside the sphere of the control center, such as a head of a department or even an individual teacher, who determines the need for goods and services. Sometimes, the control center has the complete purchasing responsibility.

### What Forms Are Needed?

Requests for goods and services should be presented in writing and submitted on a requisition form. The *requisition* is a written order signed by a responsible person directing the purchasing agent or business manager to procure a given need (supplies, equipment,

### ROUTING PROCEDURE OF PURCHASING FORMS

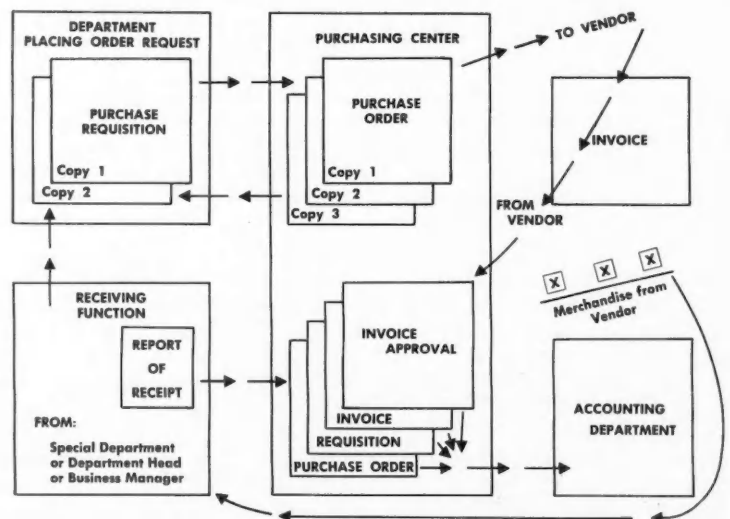


Chart adapted by author from William W. Pyle and John Arch White, *Fundamental Accounting Principles*, 1959, Revised Edition. Published by Richard D. Irwin, Inc., Homewood, Ill.

or service). This form should be prepared, at least, in duplicate with one copy going to the purchasing center and the other retained by the person originating the request. The number of copies needed will be determined by the needs of the institution.

A *purchase order* is the basic document that the purchasing agent or business manager issues to a vendor (the supplier from whom the goods are being purchased). A purchase order should be executed in triplicate, with copies for the vendor, for the purchasing center files, and for the originator of the requisition. However, any number of copies may be prepared depending upon the need of the institution.

Sometimes before a formal order is placed, the purchasing agent may wish several prospective suppliers to submit prices on goods or services in the quantities specified. In such a case, the central purchasing office might use a form similar to the *request for quotation* illustrated.

#### Receiving, a Related Function

Receiving the shipment ordered is another function related to purchasing. The mechanics involve receiving the goods; counting, weighing, or otherwise measuring the goods; examining their general condition; signing carrier receipts covering the transportation of goods; and approving receiving copies. This responsibility may be assigned to a special individual or department of

the institution, but usually it is another service performed by the business manager, perhaps with the assistance of the person who requisitioned the order. The process may be simplified by asking the person placing the order to submit a report to the office of each shipment he receives. Sometimes, this report will be the shipping copy that usually accompanies shipment, or it may be a triplicate copy of the purchase order, which was returned to the person originating the order at the time the order was placed. The receiving copy should be collated with the original invoice,

with the office copy of the requisition, and the payment voucher.

The final disposition of the purchase order by the business office will be to date and mark it "Order completed." Then it is filed numerically in the purchase order transfer file.

If a workable purchasing system is to be achieved, the person responsible for its operation should instruct all about the procedures to be followed for the smooth functioning of the plan. Often difficulties with controls arise because individuals do not understand the purpose of procedures and forms.

X HIGH SCHOOL CITY, STATE				
PURCHASE ORDER				
To _____		P. O. No. _____		
Date Issued	Wanted	Terms	Ship by	
Quantity	Catalog No.	Description	Per unit	Amount
<input type="radio"/> Show PURCHASE ORDER NUMBER on all shipments, invoices, and correspondence. X HIGH SCHOOL Mail INVOICE in DUPLICATE. by _____ Purchasing Agent				

X HIGH SCHOOL CITY, STATE			
REQUISITION FORM			
Reference: P. O. No. _____			
Date _____			
Order from _____			
Date needed _____ Quotation form on hand: Yes _____ No _____			
Quantity	Catalog No.	Item	Purpose
Department _____ Prepared by _____ Approval _____			

X HIGH SCHOOL CITY, STATE			
REQUEST FOR QUOTATION			
This is not an order			
To _____		No. _____	
Date _____		Date _____	
Please quote us your price and delivery on each item described. We reserve the right to accept any part or all of your bid at the price quoted.			
Please reply _____		Purchasing Agent	
Quantity	Unit	Description of Commodity	Quoting per unit
If favored with your order, we will be pleased to furnish the items described above at the prices stated.			
Date _____		Firm _____	
by _____		by _____	

## Buying for the Schools

(Concluded from page 77)

installation. The maintenance department was asked to compare the ease of cleaning louvers, side panels and lamps, and of relamping the fixture. The engineer examined the fixture samples for quality of ballasts and lampholders, construction details, and general workmanship. Finally, the board members viewed the fixtures and rated them on appearance. The result of all of this sifting and winnowing was the approval of three fixtures for classroom installation in new and old work.

There are two points of interest in this procedure. (1) After submitting the sample, the specifications, and the performance data, the sales representatives were barred from the testing rooms until after the ratings were completed. The choice was based on the merits of the fixtures and was not influenced by the oratory of the salesman. (2) Price was considered only after the ratings were made. Since we are in an area of high maintenance wages, we frequently buy higher first cost items which promise to have less future maintenance. Price is a factor only when the electrical contractors' bids are received showing the costs using each of the approved fixtures.

### Testing of Coal

Testing of goods received can vary from a routine check on quantities and package labels of trademarked articles to a complete laboratory analysis. Our coal purchasing procedure makes a good illustration; for those of us in the colder climates, fuel is one of the most expensive things we buy.

After some experimentation, we finally settled on the use of a high grade of 2 in. bituminous screenings for our heating plants. Lake boat delivery of high grade Eastern coals to our area makes them competitive with lower quality coals from nearby areas which must be shipped in by rail. In brief, our coal specifications call for 4% moisture, 8% ash, 14,000 B.T.U. per pound, and 2300° ash fusion point. There are also limitations specified on the amounts of sulphur, volatile matter, and fine coal permitted. The coal contract is awarded in May of each year and runs from June 1 to May 31. Over half of the tonnage is delivered to the bins in the summer months.

The bid price is subject to a bonus and penalty clause in the contract, with the actual prices paid in recent years being about three per cent over the contract price, because of the incentive to the dealer to provide good fuel. The bonus and penalty clause applies to the moisture, ash, and B.T.U. contents. After a certain amount of experimentation, we decided to permit an analysis deviation of plus or minus two per cent before bonus would be paid or penalty taken.

At unannounced intervals, one of the maintenance men takes a 50 to 100 lb. sample from a load being delivered and places it in a moisture proof can. This gross sample is then taken to one of our

buildings where we have set up a small electric crusher and riffler. The crusher reduces the coal size until it all passes a  $\frac{3}{16}$  in. diameter screen. Each pass of the crushed coal over the riffle divides the sample until three two-quart glass jars are ready for analysis. The balance of the gross sample is dumped into the nearest stoker hopper. One of the jars is sent to the laboratory of the local electric power company for analysis, the other two remain "on file" for possible analysis during the length of the coal contract.

The cost of this full-scale testing procedure is modest, considering the 6000 tons of coal purchased annually. Direct costs: \$5 per analysis paid to the laboratory and \$2.75 per hour paid to our maintenance man. Capital outlay to be amortized: \$723 for a Holmes Model 4A Laboratory Sample Crusher with riffles, and certain other accessories. The result has been a uniform supply of high grade fuel and a good working relationship with the fuel dealers.

### Working With Other Departments

A note of caution: It is not the function of the purchasing official to tell the department head what to buy. It is easy to become engrossed in the business phases of purchasing and lose sight of the main reason for the existence of the department. The purchasing department, as a segment of the business division of the school system, is a service organization. It is just *one* aspect of the process of educating children in the schools.

### One way to buy a bus

What would you do if the front wheel fell off of an old school bus? Rev. Colman Colloty, O.F.M., principal of St. Francis School, Provo, Utah, wrote to a trading stamp company, asking how many stamps would be required for something not in their catalog—a new school bus. Company officials were not quite sure, but told Father Colloty to start collecting.

In a six-month campaign, the parish sent letters to 800 Catholic schools in the nation, stating: "We don't want your money—we just want your trading stamps." A \$700 bill for postage was paid by the men of the parish. The result was a flood of stamps. Stamps issued as far back as 1912 were sent in and redeemed by the company.

That's the story of how St. Francis School got two brand new school buses—and how the Sperry and Hutchinson Co. redeemed 7,708,800 stamps. If you don't believe it, count them!

## Pastor Looks at Purchasing

(Concluded from page 75)

the prices he quoted, and then transfer them to the cards referring to the specific product. This, generally, makes it unnecessary to call for a bid and prices when purchasing. The exception, of course, is when we are in need of a new product or equipment not listed in our file. When it is necessary to purchase these, I do obtain bids and request that the names of firms, who are using such products, be included. I contact the users to obtain their judgment and recommendation as to the value of the merchandise, their dependability, and their business methods. Upon the combination of all these factors (and not on price alone) I make my decision. I do business with reputable, well-accepted firms, who cannot afford not to back their products. I am a firm advocate of buying the best equipment and merchandise, adequate for all needs and occasions. This insures quicker and better work. It not only saves time, but also backs—human values which are irreplaceable. I am convinced that not enough emphasis has been placed on making lighter and more pleasant and efficient the task of maintenance men.

I do not hastily purchase new, highly-advertised products, thereby avoiding the accumulation of odds and ends. At one of my appointments I found sufficient supplies—small quantities of good, bad, and indifferent wax, soap, powders, etc., to maintain the establishment for almost an entire year. By trial, error, and use, I decide with my maintenance men, upon an article which we consider best for our special needs, and then concentrate on its use until a better one is placed on the market. This eliminates an unnecessary inventory of quarts, gallons, pounds which are costly, unsightly, useless, space-taking, in the way, and which periodically must be moved from one spot to another.

As a rule, I do not accept free samples. If I am interested in a new product, I pay for the trial order. The cost is small and then I am relieved of any obligation to purchase and to argue about the merits or demerits of the product.

By avoiding snap judgments, by reading, by showing a willingness to listen and to learn from those who can inform, my circle of friends has increased and my purchasing duties have been pleasant and enjoyable, rather than burdensome and depressing.

# STORAGE

how  
where  
why?



By **WESTLEY S. WIETING, A.I.A.**

*Resources and Research Director, Perkins and Will,  
Architects, Chicago, Ill., and White Plains, N. Y.*

All photographs courtesy of Perkins & Will, Architects

● **WELL-PLANNED STORAGE** facilities are as important to the modern building as adequate closet spaces are to the home. Frequently where storage needs have not been met in planning the building, other areas — attics, basements, boiler rooms, crawl spaces, and pipe tunnels — are utilized for storage. Such makeshift storage spaces collect odd lots of miscellaneous materials which readily become prime fire hazards.

Storage needs in any building are determined by the function of the insti-

tution and the maintenance of the building. However, space is expensive. Sometimes planners yield to the temptation of eliminating or greatly reducing storage areas in the interest of economy. Such lack of foresight, however, later may force them to improvisations resulting in inadequate — and in some cases, dangerous — storage facilities. In a school it indicates a lack of understanding of storage needs as related to the teaching and maintenance program.

Traditionally, teaching aids such as

books, pens, paper, charts, and maps, have been considered essential. With an expanded curricula and current instructional methods, this list has been increased by audio-visual materials, art supplies, construction materials, and many other items. Provision must be made for storage of all these materials. When courses such as ceramics, photography, or driver training are also included, unique storage problems arise.

Certain storage needs occur in practically every school program, such as:



Kindergartens need all kinds of storage space. At the Drexel School, Cicero, Ill., there are three large toy trucks that can be pulled all over the room. They store under the window sill, next to other compartments.



Classroom storage facilities can be decorative, as well as practical, such as these at the Hoover School, in Neenah, Wis. Colorful, pull-out bins are used for paper storage under a bookshelf. Note mounting of art work.

#### **Administrative Office**

Current record cards  
Announcements, bulletins, guides  
Instruction handbooks  
Registration cards  
Program cards  
Reports, intercommunications  
Catalogs of business firms  
Historical records

#### **Auditorium**

Stage properties, scenery  
Costumes  
Choral robes  
Band uniforms  
Musical instruments, scores  
Piano  
Projector and films  
Checkrooms

#### **Cafeteria**

Dry foods  
Refrigerated foods  
Nonfood supplies  
Garbage  
Wastes  
Housekeeping equipment

#### **General Classroom**

Paper, pencils, and pens  
Books  
Maps, globes

#### **Home Arts**

Foods  
Utensils  
Dishes  
Linens  
Personal supplies  
Unfinished garments  
Dresses and coats  
Notions  
Drawing, painting materials

#### **Library**

Books  
Records  
Card files  
Audio visual supplies — projectors, films, slides, etc.  
Periodicals  
Photos

#### **Maintenance**

Coal and ashes

Soaps, waxes, detergents  
Hand tools  
Lawnmowers  
Snow plows  
Ladders

#### **Multipurpose Room, Playroom**

Ordinary clothing  
Gym shoes and suits  
Sporting goods  
Toys  
Phonograph and records  
Community storeroom  
Roller skates  
Team uniforms

#### **Playground Equipment**

Bleachers  
Swings  
Slides  
Goal posts  
Equipment — nets, balls, bats, hurdles

#### **Sciences**

Microscopes  
Chemicals  
Glass tubing  
Bulky apparatus  
Balances

#### **Shops, Arts, and Crafts**

Tools  
Lumber  
Metals  
Equipment  
Unfinished projects

#### **Planning Classroom Storage**

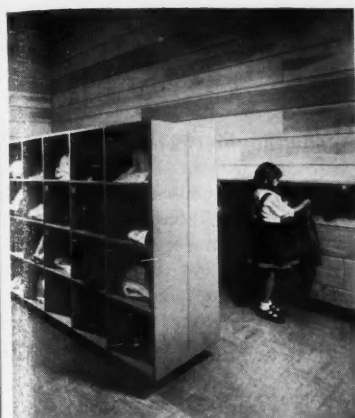
As a guide in planning storage within each classroom, Lawrence B. Perkins, of Perkins and Will, Architects, suggests that provision be made for eight categories of material: supplies and paper, equipment, books, records, clothing, tools, students' project material, and toys. The number and proportion of storage areas will vary with the age

group and instructional program.

Some of these categories lend themselves to a variety of storage possibilities. Clothing is a good example. It can be hung on open racks in the corridor where maximum air circulation hastens drying. For better class supervision, clothing can be hung in the classroom, although this brings the odor of wet coats and boots into the learning area. In the primary grades it is desirable to locate clothing storage in the classroom where the teacher can help and supervise the dressing of the little children. Clothing lockers in the corridor provide maximum security, but clanging metal doors increase noise levels, and lost keys and forgotten combinations add to the administrator's problems. The greater cost of metal lockers should also be weighed, particularly in schools with budget problems.

All these storage solutions have merit; there is no universal answer. The type of storage chosen depends on the particular needs of the institution.

"All teachers stress *quantity* as the prime virtue in storage space," according to Perkins. "School planners are concerned with cost which may be seriously affected by cabinet and millwork prices. This conflict may be partially resolved by using storage elements in a triple capacity, as partitions, bulletin boards, and for their primary purposes. Storage units do not have to be used as partitions to be valuable," he continued. "They can be assembled as islands, counters, screens, or set in wall recesses, which permit interchange from room to room."



Clothing storage can be handled many ways. The Clyde L. Lyon elementary school, Glenview, Ill., has hooks under a shelf, with island compartments nearby for kindergarten mats and other possessions. At the new high school in Flossmoor, Ill., student lockers, fire extinguishers, and waste bins are recessed and elevated for easy cleaning. In Norman, Okla., high school students hang clothing under individual book lockers, where it will dry.

Frequently, these multipurpose storage elements are designed as modular units, approximately 2 ft. high, by 2 ft. deep, by 4 ft. long, which can be assembled like building blocks. Although partition and under-window shelving may satisfy the storage needs of the typical academic classroom, there are certain teaching stations—particularly at the high school level—which require special facilities. Science laboratories, for example, need an abundance of storage cases for chemicals, microscopes, balances, glass tubing, as well as heavy, lengthy, or odd-shaped apparatus and supplies. Space must also be allowed for preparing demonstrations and long-range experiments.

#### Home Economics Storage

The modern food laboratory with its unit kitchens has wall cabinets and space below counters for ample storage of dishes and utensils. Although refrigerator, and sometimes freezer, is needed for keeping perishables, this equipment also serves as an instructional tool. Usually separate cabinets are provided for aprons and teaching materials. Frequently, an automatic washer and drier is installed to handle the linens for each class, thus eliminating the need for large supply of linens and accompanying storage space.

Many schools provide a furnished "homemaking" apartment adjoining the food laboratory. Here storage needs depend on the details of the class program. However, there should be a hiding place for the folding bed used in bedside nursing when a more or less formal tea is in progress.



Plenty of cupboard and work space is available in the unit kitchens at Aurora East high school, Aurora, Ill. All schools were designed by Perkins & Will, Architects.

The clothing laboratory will probably have the most extensive array of cabinets. Tote trays for incomplete sewing projects fit into locked storage cabinets and also slip into guides mounted below sewing tables. Tall cabinets are essential for hanging dresses and coats. Cabinets or closets are needed to house ironing boards, pressing materials, pins, needles, scissors, thimbles, marking chalk, and other notions. File cases may also be needed for patterns, charts, and samples. In large schools, a storeroom with cupboards, cases, and enclosed adjustable shelving is necessary adjoining the sewing laboratory. Frequently, this area will

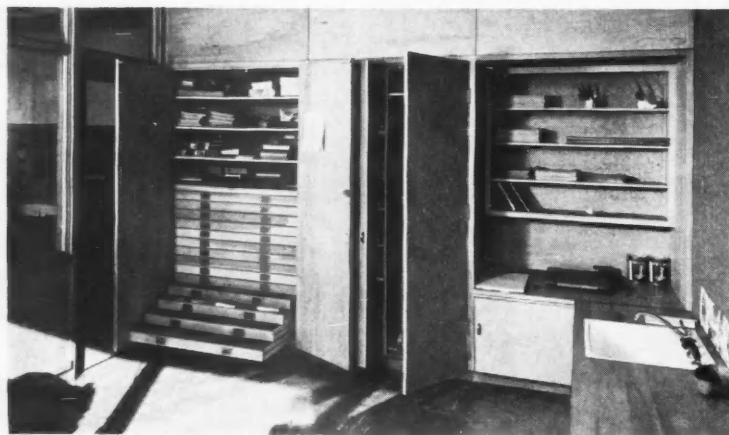
double as a workroom or fitting room to make the maximum use of the space.

#### Storage in Shop Areas

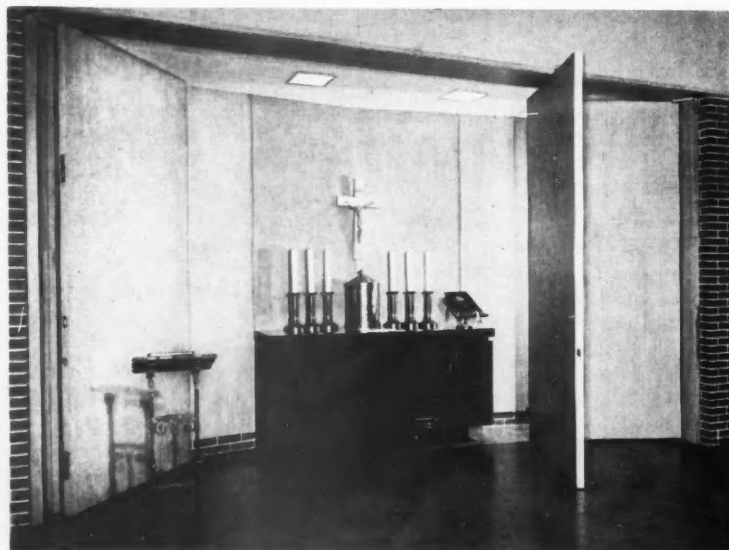
Special storage is also required in shop areas. The general shop should have a tool room or "crib" with suitable racks, bins, and shelves for the orderly arrangement of tools and supplies. Not only does it encourage neatness, but it minimizes loss and theft of equipment. Very often the shops adjoin the mechanical drawing classroom and projects are planned jointly by these classes. This arrangement requires storage space for reference materials, supplies, and par-



Storage bins below workbenches and racks for lumber are used by general shop students at Rome Free Academy, Rome, N. Y.



The Drexel school, Cicero, Ill., has narrow drawers for paper, open and closed shelves, a center coat closet, and under counter cabinets.



An altar recessed in the wall and concealed by folding doors converts this multipurpose room to a church at St. Adrian's school in Chicago.

tially completed drawings. If students have individual drawing boards, they must be housed, preferably in locked cabinets.

#### Auditorium Storage

Among the special areas requiring storage are the auditorium, multipurpose room, and gymnasium. The auditorium should have a property room for scenery and other stage requisites, costume room for hanging and maintenance of clothing, and a room for musical instruments. If there is a music department, storage needs may mushroom rapidly to include a music library, tape recorders and record players, band uniforms, choral robes, and musical instruments. Usually an alcove can be found in the auditorium stage wings to protect the piano when not in use. Storage for projector and films is best located at the rear of the room. For the multipurpose room, there should be storage provisions for extra chairs, game equipment, sporting goods, piano, phonograph and records, locker rooms for street clothes, as well as a community checkroom if the room is used by adult groups.

#### Library Storage Needs

The library, too, has special storage requirements, not limited to storing old and new books and periodicals. Frequently, the school library becomes a curriculum materials center, storing audio-visual equipment, as well as maps, globes, and assorted working models. Consideration should also be given to storage of supplies and replacement parts needed to keep these items in repair.

#### Kinds of Food Storage

For greatest efficiency in the school cafeteria, food storage should be arranged near the loading dock where materials enter the building, as well as close to food preparation and serving areas. Storage should be provided for dry foods, for foods requiring refrigeration, and for nonfood supplies. These spaces will vary in each school depending on the amount of money available for quantity purchasing of food and supplies, the accessibility of wholesale and retail food outlets, frequency of delivery, and number of meals served.

The U. S. Department of Agriculture recommends dry storage allocation of  $\frac{1}{2}$  sq. ft. per meal served daily, based on a two weeks' supply of staples. This requirement may vary depending on the school location and amount of fresh and frozen foods used. To preserve food staples properly, dry storage rooms

should be cool, well-ventilated, and free of heat-generating equipment such as motors, compressors, ventilating ducts and pipes, that are not associated with the actual space and its facilities. Adjustable, lightweight metal shelving is preferable to wood for storing cans.

The type and amount of refrigerated storage needed depends on the number of students who will be served each day. Installation of a walk-in refrigerator will depend in part on the size of food service operation and the availability of such supplies as milk, other dairy products, vegetables, fruits, and meats. Refrigerator shelves should be spaced to accommodate the type of food to be stored. Consider, too, the use of portable cabinet racks that can be wheeled to kitchen and serving line.

Although a storage capacity of more than 75 cu. ft. warrants the installation of a walk-in refrigerator, a small school lunch program may require only a reach-in type refrigerator and a separate freezer. The latter is becoming a popular addition in practically every school serving food, regardless of its size. The use of packaged, quick-frozen and ready-to-cook foods should be considered in estimating the amount of refrigerated storage needed.

Such supplies as paper napkins, towels, and other disposable items are most conveniently stored near the area where they will be used. Housekeeping supplies such as soaps, detergents, wetting agents, and other materials with strong odors must be separated from foods to prevent tainting. If the lunchroom has a multipurpose function, there should be convenient storage for tables and chairs when the area is used as a playroom.

### Trash Disposal

Linked to the successful operation of a kitchen are the added facilities for handling garbage and trash. The amount of space devoted to storing wastes depends on whether or not a food disposal or incinerator is used, and how paper and other trash is eliminated. When trash is removed from the premises, collection and storage is desirable near the pickup point. If waste paper is baled, kept for several days, or burned in the incinerator, the area must meet insurance and fire safety requirements. As for garbage, local health requirements will at least demand covered cans. A can washer and racks for clean cans should be provided near the area.

### Dormitory Storage

If the school provides dormitory fa-

cilities, storage for bed linens and luggage is required. Personal clothing is usually kept in wardrobe cabinets in the students' rooms. Since most administrators prefer to keep hand luggage on each floor, it is usually stored in cabinets above the wardrobes. Larger pieces and trunks, however, are collected in a central storeroom. As much as 45 cu. ft. is required for a large trunk, and additional space should be allocated for handling and moving.

### Custodial Storage

A final, but extremely important, storage space is for custodial needs. Very often the kind of maintenance a building has reflects the adequacy of its storage facilities. In all but very small buildings, two types of maintenance storage are needed, central and dispersed.

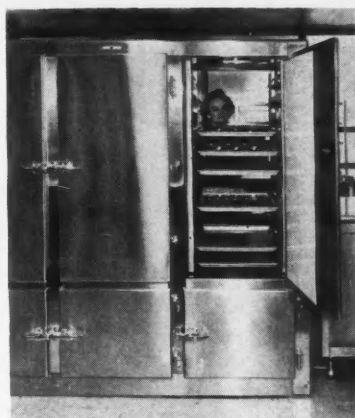
The centrally located space is used for reserve supplies, seasonal equipment, and replacement parts. In many cases, the central area incorporates a repair shop or workbench where broken furniture and equipment can be repaired. If central storage is well arranged and properly protected, it saves space, helps facilitate housekeeping, and permits better accounting of supplies and equipment. For easier control, this area is generally located near the service receiving entrance and boiler room. A point to remember is that fire-safe storage facilities of metal or masonry must be provided for grease, oil, gasoline, and paint. It is well to discuss the proposed facilities with local fire officials.

Since many custodial jobs are dirty, locker rooms, dressing rooms, and cleanup space is usually provided for both men and women employees.

The dispersed closets provide storage for mops, brooms, floor machines, and cleaning compounds close to the areas where they are used. When planning these spaces, it is important to check clearances, so that doors will accommodate cleaning carts, scrubbing machines, ladders or scaffolds.

Another type of custodial storage sometimes overlooked is that for outdoor grounds maintenance equipment, such as lawn mowers, hoses, snow plows, rollers, and other tools. Storage space may also be needed for fertilizer, grass seed, salt or cinders. The boiler room is hardly an adequate substitute for this type of storage.

Although it is not possible to specify the kinds and sizes of storage needed by each particular institution, nevertheless adequate storage is essential to the proper functioning of any building.

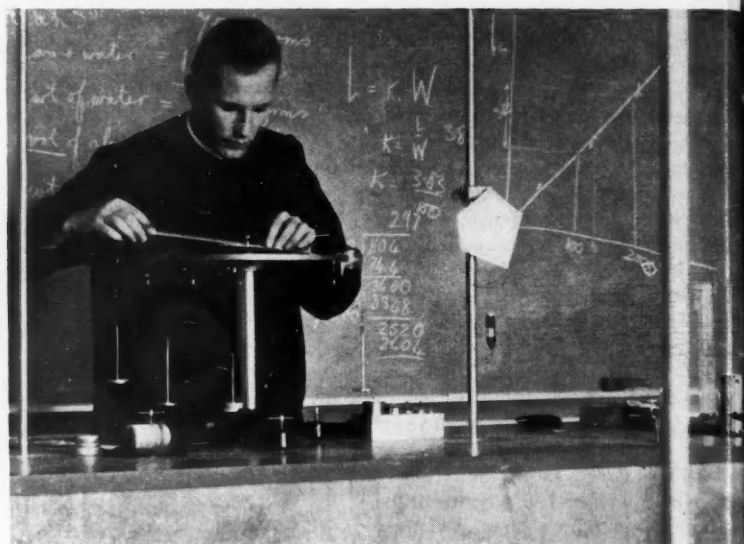


Three kinds of food storage are pictured above: pass-through refrigerator stores desserts and salads until they are served; a walk-in locker for frozen foods; and well ventilated steel shelves for dry storage. These storage facilities, pictured above, are at Lyons Township high school in LaGrange, Ill.

An NDEA loan financed the physics equipment used in this demonstration at the St. Louis Priory School.

By **GEORGE C. DECKER**

*Chief, Loans to Schools Section,  
National Defense Education Act.  
U. S. Office of Education*



## Private Schools and NDEA Aid

● THE NATIONAL DEFENSE EDUCATION ACT of 1958 became effective September 2, 1958. The purpose of the Act is to "strengthen the national defense and to encourage and assist in the expansion and improvement of educational programs to meet critical national needs; and for other purposes."

The largest NDEA Program affecting private nonprofit schools is the Loans to Schools for strengthening science, mathematics, and modern foreign language programs. The purpose of this loan program is to provide assistance to nonprofit private schools for the strengthening of science, mathematics, and modern foreign language instruction in the elementary and secondary schools through loans for the acquisition of equipment. Loans are made to schools to assist in the purchase of laboratory and other special equipment for use in teaching these three subject areas. Minor remodeling of laboratories or other areas used for such materials or equipment is provided for in the Act.

### NDEA Funds Available

The Act authorizes \$8,400,000 for each of four years. In fiscal 1959, Congress appropriated \$6,700,000, and for fiscal 1960 the appropriation was \$7,200,000. Funds not loaned in a fiscal year lapse and may not be used in subsequent years.

The distribution of loan funds among the various states is based upon the ratio of the number of pupils enrolled in nonprofit private elementary and secondary schools in a state to the number enrolled in such schools in the nation. Thus, in a state where the total private school enrollment is five per cent of the total of private school enrollment for the nation, the amount allotted that state would be five per cent of \$8,400,000 or \$420,000. Allotments to the states may vary by fiscal years depending upon the actual amount of funds appropriated for this purpose by Congress.

The Commissioner has delegated authority to accept loan applications and enter into loan agreements with private schools to the Director, Aid to State and Local Schools Branch. There has been established within this branch, the Loans to Schools Section whose function is to maintain direct operating relationships with the private schools on all matters involving the loans.

### Applications Due June 30

Funds appropriated for fiscal 1960 must be obligated by June 30, 1960. In order to secure consideration on a loan application in fiscal year 1960, a private school applicant should request forms at once, complete and return them prior to June 30, 1960.

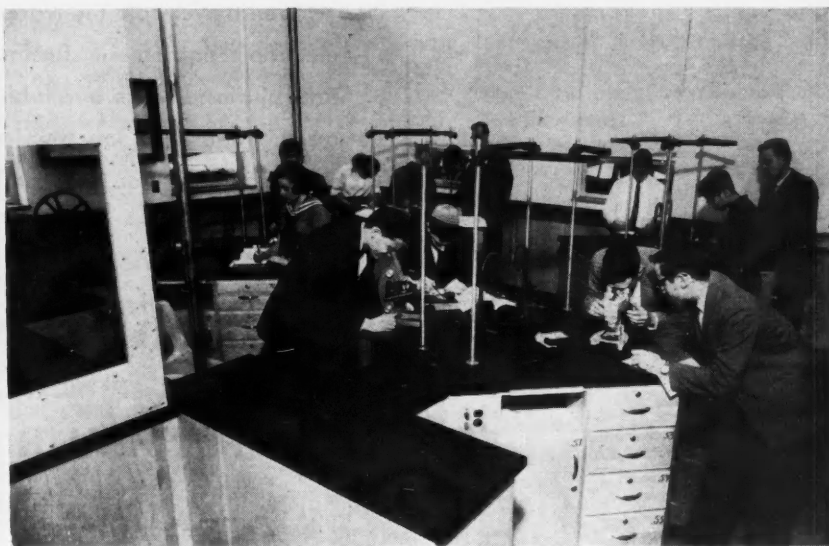
Any applications on file which are not approved by that date will be carried over to fiscal year 1961, and may be considered for approval from funds appropriated for fiscal year 1961.

The loan application form has been designed to keep paper work to a minimum in order that requests for loans may be processed as quickly as possible. A separate leaflet, "A Guide for the Preparation of Loan Application," is available to assist schools in completing the application form.

Also available is a brochure containing the answers to 33 of the most frequently asked questions concerning loan funds. This brochure answers such questions as: How much can a school borrow? How is the rate of interest determined? How are loans repaid? What kind of equipment can be included? What does minor remodeling include, etc.?

### How Schools Use This Aid

Of the private schools using the loan funds, over one-third will acquire the equipment they need to offer their students a greater range of science, mathematics, and modern foreign language courses than ever before. At least one half of these schools will increase the amount of laboratory work required for students in these critical subject areas. One fourth of the schools have or will



Private, nonprofit schools can take advantage of NDEA loans to buy all kinds of equipment, particularly for science and language classes. At left, Everglades School for Girls, Miami, Fla., obtained specimens and models for an advanced biology course and a tape recorder for Spanish class. Right, at the well-equipped science laboratories at Hillel Academy, Pittsburgh, every two students have a microscope. Note projector at left.

install new language laboratories. To strengthen science instruction, over 40 per cent of the schools intend to equip additional laboratory space or will use NDEA loan funds to add to the number of student lab stations in existing science laboratories. Other schools are utilizing funds to replace worn or obsolete equipment.

Larger enrollment is a problem everywhere. Additional lab and audio-visual equipment and materials must be on hand to teach additional classes. Rather than postpone equipment needs until funds are available, some schools are using NDEA loan funds to buy this essential equipment.

For example, the St. Louis Priory School, a day preparatory school for boys, offers physics, chemistry, and biology as co-ordinated subjects. In 1959, the building of a new science wing to implement the new curriculum exhausted, temporarily, the fund raising capacity of the school's supporters. Rev. W. T. Loughlin, O.S.B. says:

"It would have been impossible to raise the further money needed for the equipment required for the proposed science curriculum. Without this equipment the science program would have remained but a dream. . . . Thanks to a loan under the terms of the NDEA, the school was able to purchase all of the necessary equipment immediately. The science program is . . . providing every student with the adequate understanding of basic scientific principles

which every responsible citizen should possess in this atomic age, and it gives those students who are considering science as a life work a comprehensive basic training."

Mount St. Joseph high school, Baltimore, Md., a large boy's school conducted by Xaverian Brothers, has reported home pioneer experimentations in the field of language teaching, aided by up-to-date equipment purchased with NDEA loan funds. Brother Cuthbert, C. F. X., reported that:

"It is the opinion of all the language teachers that: there is greater interest in language classes; that reading ability and translation into English seem to have improved greatly, an outcome that had not been anticipated; that pronunciation is much better; that grammar patterns . . . are more firmly established and automatic. Of course, we have made no scientific studies of these outcomes, but we feel that these are valid conclusions."

In summary, the NDEA came into existence to help meet pressing national school needs. In the loan to schools program, private schools may borrow money from the Federal Government to be repaid with interest within a period not to exceed 10 years. With this money, they can acquire the equipment and materials needed to give today's students working in science, mathematics, and modern foreign language classes stronger instruction.

Throughout the United States 48,000

nonprofit private school students are already receiving the benefits of equipment purchased with loan funds. They are showing more interest in science, mathematics, and modern foreign languages and are enrolling in a greater variety of such courses. They are learning with the aid of more audio-visual equipment and materials, more class demonstration by teachers, and by gaining "firsthand" experiences using lab equipment in modern laboratories.

Of these 48,000 students, Mark Fogel, from Hillel Academy, Pittsburgh, Pa., wants everyone to know that:

"On the whole, I feel that the use of the new laboratory equipment has greatly helped me increase my interest in biology."

Another Hillel student, Melvin Stein, grade 10, specifies:

"Our study of physiology is made much simpler by models . . . aid in the understanding of the complex and involved systems of the body. Perhaps the most important thing . . . I feel my mind is stimulated toward further advancement in the subject."

Inquiries and requests for copies of (1) revised regulations, (2) loan application form, (3) guide to preparing the application, and (4) the brochure, "Questions and Answers Concerning Loans to Schools," should be directed to the Loans to Schools Section, U. S. Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

Don't overlook the variety of items — science and electronic equipment, furniture, tools, even real estate and airplanes — is available from the Federal Government, often at a low service or storage cost.

It can save you thousands of dollars!

# Surplus Property is Available

## FOR HEALTH AND EDUCATION

## — ALMOST FOR THE ASKING

By J. WENDELL GRAY

*Chief, Property Utilization Division,  
U. S. Dept. of Health, Education, and Welfare*

● PUBLIC LAW 152 (81st Congress), as amended, authorizes tax-supported or nonprofit and tax exempt schools, colleges, universities, medical institutions, hospitals, clinics, and health centers to acquire federal surplus personal property without cost, except for the cost of care and handling assessed by the state agency authorized to distribute property within the state. This law also authorizes the institutions to acquire Federal surplus real property with a public benefit allowance, in lieu of full or partial cash payment of the purchase price.

Personal property includes all types and categories of property such as: hand tools, machine tools, furniture, motor vehicles, communication and electronic equipment, construction equipment, aircraft, small boats, hardware, office machines and supplies, textiles, and other kinds of movable and usable property.

Federal surplus personal property is allocated by the U. S. Department of Health, Education, and Welfare to State Agencies for Surplus Property, for distribution to eligible institutions. The names and addresses of the various state agencies are listed at right. Institutions which have not participated in the surplus property program should apply directly to their state agency for a determination of eligibility.

During the fiscal year ending July 1, 1959, personal property with a govern-

ment acquisition cost of \$363,329,562 was allocated for distribution by state agencies. Based on the actual allocations made during the first half of the fiscal year 1960, more than \$400 million will be allocated for the fiscal year ending July 1, 1960.

### Science Equipment Offered

The Department of Health, Education, and Welfare is attempting to obtain a wider distribution of surplus property usable and needed in the teaching of science. In this area, programs have been initiated for the direct screening of surplus electronic and scientific equipment by science instructors at major government installations where this type of property is available. Where direct screening has been authorized, institutions have been invited to send their science teachers to represent them on a specific scheduled day. The science teachers are permitted to examine the electronic and scientific equipment surplus at the installation, select the items usable and needed, and take them away before they are consigned to a surplus property warehouse. Because the property is not warehoused, the state agency's service charge is generally very low.

Teachers and administrators interested in attending a direct screening should keep several important facts in mind: (1) the screening must be done by a person who is authorized to represent the institution or who accompanies the authorized representative; (2) that

*person must be prepared and authorized on behalf of the institution he represents to pay or arrange for payment for the necessary service charges; (3) he must have advance approval from his state agency to participate in the screening. Interested school officials should communicate with the director of the State Agency for Surplus Property in their own state and request additional information.*

Direct screening has been held or is scheduled to be held at the following military activities: NYS, Norfolk, Va.; NSC, Oakland, Calif.; NSD, Clearfield, Utah; NSY, San Francisco, Calif.; SD, Sacramento, Calif.; SD, Decatur, Ill.; Gentile AFB, Dayton, Ohio; NSD, Great Lakes, Ill.; NSE, Bremerton, Wash.; NSD, Bayonne, N. J.; SD, Tobyhanna, Pa.; and SD, Lexington, Ky.

### Real Estate

Federal surplus real property may also be transferred for health and educational programs. Improved properties suitable for school, hospital, or clinic uses, sites for new health or educational facilities, or improvements to be removed from the land for relocation and use in conjunction with an existing health or educational facility may be acquired as real property. Real property may be a portion or all of a surplus government installation.

Transfers of real property are made directly by the Department of Health,

Education, and Welfare. Applications for property should be filed with the appropriate regional representative, Surplus Property Utilization Division, Department of Health, Education, and

Welfare. However, many of the directors of the state agencies for surplus property are assisting in real property transactions and can often provide counsel to applicants for real property

on requirements and procedures for such acquisitions. A list of the Department's regional representatives and the states for which they are responsible are listed below.

## DIRECTORY OF STATE AGENCIES FOR SURPLUS PROPERTY

### ALABAMA

Mr. A. C. Walker, Manager  
State Agency for Surplus Prop.  
P.O. Drawer 30, Attalla

### ALASKA

Mr. John Wiese, Supervisor  
Surplus Property Service  
P.O. Box 2057, Anchorage

### ARIZONA

Mr. Howard N. TeSelle, Agent  
Surplus Property Agency  
5415 E. Washington St., Phoenix

### ARKANSAS

Mr. D. W. Latch, Supervisor  
State Agency, Surplus Property  
Room 04, State Education Bldg.  
Little Rock

### CALIFORNIA

Mr. William A. Farrell  
Chief Surplus Property Officer  
State Ed. Agency, Surplus Prop.  
721 Capitol Ave., Sacramento 14

### COLORADO

Mr. John L. Myers, Dep. Director  
Surplus Property Agency  
Room 206, 847 E. Colfax Ave.,  
Denver 18

### CONNECTICUT

Mr. Arthur Paminville, Director  
State Agency for Federal Surplus  
70 Arch St., Hartford 15

### DELAWARE

Mr. Alexis Tarumianz, Director  
State Agency, Surplus Property  
State Hospital, Farnhurst

### DISTRICT OF COLUMBIA

Mr. Leslie P. Parmele, Chief  
Ed. Surplus Property Div.  
Room 419, District Bldg.  
14th and E Sts., N. W.

### FLORIDA

Mr. James Hunter, Manager  
Surplus Property Dept.  
Development Commission  
Carlton Bldg., Tallahassee

### GEORGIA

Mr. A. W. Blackburn, Director  
State Ed. Agency, Surplus Prop.  
State Dept. of Ed.  
200 Walker St., S. W., Atlanta

### HAWAII

Mr. Valentine U. Marciel, Dir.  
Surplus Property Div.  
Bureau of the Budget  
759 Kelikoi St., Honolulu 13

### IDAHO

Adm. William C. Specht, USN  
Director, Surplus Prop. Agency  
P.O. Box 1775, Gowen Field  
Boise

### ILLINOIS

Mr. Merle G. Moore, Supervisor  
State Dept. of Finance  
Div. of Administrative Services  
P.O. Box 1236, Springfield

### INDIANA

Mr. Raymond F. Ridge, Prog. Ex.  
Federal Surplus Warehouse  
Building 12117, Camp Atterbury  
Edinburg

### IOWA

Mr. Lloyd H. Seaver, Supervisor  
Surplus Property Div.  
State Dept. of Public Instruction  
State Office Bldg., Des Moines 19

### KANSAS

Mr. Robert H. Arnold  
Surplus Property Officer  
State Agency, Surplus Property  
Rural Route No. 4 Box 36A  
Topeka

### KENTUCKY

Mr. J. B. Williams, Director  
Div. of Property Utilization  
State Dept. of Ed.  
State Office Building, Frankfort

### LOUISIANA

Mr. Carlton F. Jones, Exec. Off.  
State Agency, Surplus Property  
P.O. Box 4064, Capitol Station  
Baton Rouge 4

### MAINE

Mr. Calvin Conant, Jr., Director  
Federal Surplus Programs  
State Dept. of Ed., Augusta

### MARYLAND

Mr. Frank K. Haszard, Director  
State Agency, Surplus Property  
University of Maryland  
P.O. Box 206, College Park

### MASSACHUSETTS

Mr. Robert F. Nolan, Supervisor  
State Agency, Surplus Property  
200 Newbury St., Boston 16

### MICHIGAN

Mr. J. William Hawes, Supervisor  
Federal Surplus Property Section  
300 East Michigan Ave., Lansing

### MINNESOTA

Mr. C. E. Funk, Supervisor  
Surplus Property Section  
Dept. of Administration  
Room 19, State Capitol, St. Paul

### MISSISSIPPI

Mr. Jewell G. Smith, Director  
Surplus Prop. Procurement Comm.  
P.O. Box 10325 Westland Station  
Jackson Air Base, Jackson 9

### MISSOURI

Mr. Cecil Jenkins  
Director of Special Services  
State Dept. of Ed.  
P.O. Box 480, Jefferson City

### MONTANA

Mr. William J. Ernst, Director  
Donable Property Div.  
State Dept. of Public Instruction  
State Capitol Bldg., Helena

### NEBRASKA

Mr. D. E. Gardner, Supervisor  
State Agency, Surplus Property  
Dept. of Public Instruction  
State House, Lincoln 9

### NEVADA

Mr. Francis E. Brooks, Director  
Div. of Surplus Property  
State Printing Office Bldg.,  
Carson City

### NEW HAMPSHIRE

Mr. Henry L. Stevens, Director  
Distributing Agency  
31 South Main St., Concord

### NEW JERSEY

Mr. George S. Allen, Director  
State Agency, Surplus Property  
172 West State St., Trenton 8

### NEW MEXICO

Mr. J. F. Anderson, Director  
State Agency, Surplus Property  
P.O. Box 668, Santa Fe

### NEW YORK

Mr. L. R. Murtaugh, Chief  
State Agency, Surplus Property  
State Education Bldg., Albany 1

### NORTH CAROLINA

Mr. R. W. House, Chief  
State Agy., Fed. Surp. Prop.  
316 E. Lenoir St.,  
Box 9553, Raleigh

### NORTH DAKOTA

Mr. L. C. Peterson, Director  
State Agency, Surplus Property  
Dept. of Public Instruction  
Capitol Bldg., Bismarck

### OHIO

Mr. Walter G. Rhoten, Chief  
State Agency, Property Util.  
State Dept. of Ed.  
Room 230, 40 South 3rd St.,  
Columbus 16

### OKLAHOMA

Mr. Gibson Lipscomb, Director  
State Agency, Surplus Property  
P.O. Box 3312, Capitol Station  
Oklahoma City 5

### OREGON

Mr. Wakefield B. Walker, Mgr.  
Property Utilization Section  
Dept. of Finance and Adm.  
1361 Madison St., N. E., Salem

### PENNSYLVANIA

Mr. William R. Bush  
Div. of Fed. Surplus Prop. Dis.  
2122 Forster St., Harrisburg

### PUERTO RICO

Mr. Martin Marques, Jr., Director  
Purchase and Supply Service  
Dept. of Treasury  
Commonwealth of Puerto Rico

P.O. Box 4112, San Juan 21

### RHODE ISLAND

Mr. James P. Madden,  
Surplus Property Section  
Room 19, State House,  
Providence 3

### SOUTH CAROLINA

Mr. E. H. Talbert, Director  
Surplus Property Procurement  
1001 Main St., Columbia

### SOUTH DAKOTA

Mr. Richard Larson, Director  
State Surplus Property Agency  
323 East Capitol Ave., Pierre

### TENNESSEE

Mr. Harvey T. Marshall, Director  
State Ed. Agency for Sur. Prop.  
6500 Centennial Blvd., Nashville

### TEXAS

Mr. L. K. Barry, Exec. Dir.  
Surplus Property Agency  
P.O. Box 4308, Station "A",  
San Antonio

### UTAH

Attn: Mr. Clifford Rampton,  
Surplus Property Officer  
45 Fort Douglas Boulevard  
Salt Lake City 13

### VERMONT

Mr. Rupert J. Spencer, Director  
Central Property Agency  
State Office Bldg. Montpelier

### VIRGINIA

Mr. Z. H. Taylor, Exec. Officer  
State Ed. Agency, Sur. Prop.  
14th and Grace Sts., Richmond

### VIRGIN ISLANDS

Mr. Mario Lewis, Head  
Div. of Procurement  
Dept. of Prop. and Proc.  
Government of the Virgin Is.  
Charlotte Amalie, St. Thomas

### WASHINGTON

Mr. Kenneth Griffin, Manager  
Surplus Property Section  
4140 East Marginal Way, Seattle

### WEST VIRGINIA

Mr. Okey M. Cogar, Exec. Dir.  
State Agency, Surplus Property  
Room B-57, State Capitol Bldg.  
Charleston 5

### WISCONSIN

Mr. Palmer O. Johnson, Sup.  
State Agency, Surplus Property  
Dept. of Public Instruction  
Room 48, State Capitol Bldg.  
Madison 2

### WYOMING

Mr. Josef F. Replagle, Director  
State Agency, Surplus Property  
State Dept. of Ed.  
Capitol Bldg., Cheyenne

# How Religious Orders Buy Supplies

● IT IS ALWAYS INTERESTING to learn how others perform the routine tasks that face us all — so, too, with the functions of purchasing. To find out how different religious orders purchase supplies, the Management Section of CATHOLIC SCHOOL JOURNAL conducted a survey of the superior-generals or procurators of major religious orders of men and women throughout the country. The brief questionnaire was sent one province of each order, usually the major province, the oldest, or the one with the largest number of members was selected, as typical of the buying procedures of the particular order. It should be noted that provinces of most large religious orders are completely independent of each other and autonomous within their own jurisdiction, so although it is possible that each province might have a different method of handling purchases, nevertheless, in practice, they tend to follow similar procedures.

The following communities of religious responded:

**Religious Orders of Men:** Jesuit Fathers, Society of the Divine Word, Servite Fathers, Franciscan Missionary Union, Benedictine Fathers, Capuchin Fathers, Marist Fathers, Brothers of the Christian Schools, and Society of Mary.

**Religious Orders of Women:** School Sisters of Notre Dame, Sisters of Mercy, Sisters of St. Francis of Assisi, Dominican Sisters, Sisters of Charity of the Blessed Virgin Mary, Benedictine Sisters, Sisters of Loretto, Sisters of Notre Dame de Namur, Sisters of Humility, Franciscan Sisters of Christian Charity, Sisters of the Presentation, Sisters of St. Agnes, Sisters of St. Joseph, Sisters of the Holy Names, Franciscan Sisters of Perpetual Adoration, Sisters of St. Joseph of Carondelet, Sisters of Providence, Medical Mission Sisters, and two unidentified orders.

Representative of thousands of religious throughout the United States, these communities showed a surprising similarity in their methods of purchasing.

## Local Purchasing Predominates

Approximately 90 per cent replied that each house (i.e., each school, hospital, convent, etc.) under its jurisdiction purchased almost all the items it needed independently of the motherhouse. To maintain uniformity of dress, most of the religious orders for women purchase clothing, or material for habits and headdresses, at the motherhouse for distribution to the entire community.

The local superior or a person appointed by the superior acts as purchasing agent. In more than half of the orders, the local superior acts as purchasing agent. This is always true in the smaller communities, while at larger schools and hospitals, a procurator is appointed. In 45 per cent of the orders, the superior has delegated the purchasing duties to another person, who is called by such names as procurator, treasurer, busar, housekeeper, or syndica. Purchasing can be the sole duty of one person in the larger schools and hospitals, while in smaller institutions, it may be combined with the treasurer's duties. The Jesuits report that a layman is usually in charge of purchasing at the larger universities.

In 85 per cent of the orders, the local superior must approve all purchases before they are made. The Dominican

Sisters require approval both from the superior and a Conventual Council. In other orders, the superior's approval is needed only for large or unusual purchases. "Where a budgetary system operates, only the buyer approves," explains a Brother from the Society of Mary. "Our efforts in the provincial office are directed mostly toward a strengthening of an internal budgetary control in each school and community."

"Although I wouldn't want to say it is the most desirable procedure, as a matter of fact, most of our purchasing is done as needed, rather than at specific times of the year," a priest-procurator reports. "No definite policy. Buying is done as needed," these are the comments of 60 per cent of the religious orders, reflecting the fact that the purchasing function is only a part-time duty in most Catholic institutions, just one of many tasks handled by the busy administrator.

However, 15 per cent of the religious orders have set up a specific time schedule for requisitions and purchasing, while another 22 per cent report they buy both ways — as needed and at specific times — depending upon the commodity, local circumstances, or the season of the year. For example, school supplies and books are ordered in the spring; clothing in the fall; staples and canned foods in spring and fall.

Only 7½ per cent of the communities buy supplies on a bid basis, and these were evenly divided about accepting or not accepting the lowest bid. Another 26 per cent reported they sometimes bought larger items by bid. However, more than 52 per cent of the communities do not buy by bid. Although some seek comparative price information, this is done informally rather than by a written request for quotations.

## What About Central Purchasing?

Sixty-three per cent of the religious orders reported that the provinciate or motherhouse did some purchasing for the entire community. At least, 88 per cent of these mentioned buying clothing or materials for uniformity of dress among women religious. Other items mentioned were shoes, medications, luggage, watches. Two orders of priests mentioned buying automobiles, while a third listed insurance for all houses.

How are requisitions handled? One superior-general explains:

"We have our own incorporated dry-goods store at the motherhouse. All buying for it is done by the Sister in charge. She does not actually buy on a bid basis, but decides on the best buy after writing for information from the various mills. All houses send in requisition slips, but no specific time has been designated; hence there is a normal inflow of orders."

Another motherhouse explains: "All order blanks for clothing, religious articles, books, are sent to each house in early September, and returned to General Treasurer's office by October 15. Ordering of materials and billing is handled by General Treasurer's office." A third order states, "Requisitions are due at the motherhouse on January 1." Sixty per cent of those doing some kind of community-wide purchasing have it organized for specific times of the year, and approximately half of them maintain central storage facilities.

## Community-Wide Purchasing

The Sisters of Mercy have an interesting procedure which combines the individual purchasing by a convent or school, with a central buying department serving the entire community. An editorial advisor for the Management Section, Sister M. Ruth, R.S.M., explains how it functions from her viewpoint as treasurer of Milwaukee's Mercy High School, enrolling 643 girls.

"In the school, ordering is not restricted to one person, but payment of all expenditures goes through one channel, the treasurer's office. Those in charge of food, bookstore, laboratories, and art department place their own orders as convenient. Requisitions of all other departments, equipment, maintenance supplies, repairs and improvements are taken care of by the treasurer.

"In June, faculty members are expected to submit a complete inventory of everything needed in their homeroom or department. Recommendations are made in writing of necessary repairs, improvements, new equipment, or any facility which might improve their teaching. If finances warrant the purchasing, all items are taken care of during the summer months. If there are too many expensive items requested or work to be done, the more urgent are considered first. Departmental fees in excess of supplies may provide some of the minor items. Equipment running into thousands of dollars is ordered as money is available.

"Budgeting of income from tuition, fees, music, art, dramatics, etc., is based on current needs. After the general annual expenses are considered, tentative purchasing of new equipment and general improvements is decided upon. Circumstances occasionally make the purchasing of items prohibitive particularly when building improvements or remodeling is more urgent. Income from the Home and School Association, and the Fathers' Club, which usually totals \$6,000 to \$7,000 annually, is consistently earmarked for things as will benefit the student body.

"If all the desired improvements and refinishing cannot be finished during the summer months, the work is distributed during the weekends, holidays, examination and retreat times. The bulk of school supplies is ordered during the summer, whereas maintenance supplies (soap, waxes, compounds, paint, varnish, and seals) are ordered in spring preparatory to the summer cleaning and renovating. Because of increased enrollment and decreased storage space, contracts with various suppliers are made for quantity buying, but staggered deliveries.

"Fall ordering depends on the progress of a general four- to six-year plan for painting, varnishing, and refinishing, done by our general maintenance men during the winter months. Extensive painting, plumbing, electrical work which require the services of outsiders are contracted for on a labor-materials basis, usually at quite a saving. To cite an example of a minor job done during the Christmas holidays, bids ranged from \$2,335 to \$5,000. The contractor was asked to include a labor-material clause and stipulation that if the cost would be more than the price quoted, we would pay the amount stated; if less, we would benefit from the saving. When the job was completed, the bill was \$711 less than the bid.

"The Sisters of Mercy has a central Unit Buying Department in Chicago where the sisters throughout the country may order hundreds of items: habit material, veiling, clothing, soaps, notions, drugs, toilet articles, linens, luggage, etc. Personal needs are requested in writing semiannually; however ordering of personal items, maintenance supplies, equipment or other needs is not restricted to a special time, but may be purchased as needs arise."

## Diocesan Purchasing

The following Catholic dioceses have established central diocesan purchasing offices: Archdioceses of New York, Philadelphia, Hartford and San Francisco; and Dioceses of Brooklyn, Rockville Center, Miami, Columbus (Ohio), Pittsburgh, Cleveland, El Paso, and Buffalo. All but one of these (Philadelphia) operate on a voluntary basis. In reply to our question: "Does your order do any purchasing through diocesan purchasing offices where they are established?" 59 per cent said "No," while 37 per cent said "Yes," and 4 per cent did not answer.

Spokesmen favoring diocesan purchasing groups state they save the Church thousands of dollars annually. However, many

private religious orders prefer to do their own purchasing. One procurator of a prominent order of priests states:

"Various provinces of our order have frequently discussed central purchasing, but it has never been adapted to any great extent. As many of our houses have obligations to benefactors and have established routines of purchase, it seems impractical for us to depend on central purchasing; and therefore, we do not maintain a central storage for supplies. For the same reasons, the diocesan purchasing offices are not frequently used for purchasing. In general, our houses are large enough and are well enough established that they can do their own purchasing without help from others."

## New Construction

The final survey questions concerned how purchases are made for new construction and equipping of new buildings. One third stated a specific person is assigned to supervise purchasing. A building committee is appointed by 22 per cent of the orders, while 41 per cent use a combination of both. For example, "Each house supervises its own new buildings with the mother general's advice and consent, and sometimes a board of directors."

Buying for new buildings is done on a bid basis by 56 per cent of the orders. Thirty-six per cent replied negatively, and 7 per cent did not reply. The lowest bid is always accepted by 48 per cent, while 37 per cent stated "Not always," and 15 per cent did not reply.

## Buying for Foreign Missions

How do orders with foreign missions do their purchasing? Here are replies from two world-wide missionary orders. Sister M. Raphael, S.C.M.M., tells how the Medical Mission Sisters supply missions in India, Pakistan, Africa, and South America:

"Wherever possible, each overseas hospital is to a limited degree self-maintaining. Generally, the mission hospitals do their own purchasing of drugs and supplies either from local manufacturers within the country. The only supplies purchased in the United States are those unobtainable from the foreign market or supplies bought with donations received in this country for the missions. For purchase of the essential goods, each hospital has a certain amount allotted within the budget. Requests are placed by the Sisters in charge of departments and approved and submitted by the Sister administrator or superior of the hospital. They are submitted quarterly to the mission procure office in Philadelphia where the buying is done and shipping and export arranged."

The Rev. Francis J. Kamp, S.V.D., mission procurator for the Society of the Divine Word, Techny, Ill., explains how he buys for missions in India, Africa, South America, Philippine Islands, New Guinea, Australia, Indonesia, China, Japan, and Canada, as well as Negro missions in the United States:

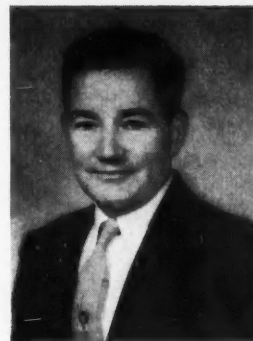
"All of our mission bishops purchase their supplies as much as possible right on the scene. The mission superior and his procurator do the buying for each mission. In the United States, 90 per cent of the purchasing for the missions is done by the Mission Office in Techny, Ill. Some items purchased in the United States and shipped to our missions are: clothing, religious articles, books, and all types of church goods; office supplies and equipment such as typewriters, addressing and duplicating machines, tape recorders and small offset presses; tools of all kinds, electric and hand; aluminum boats, outboard motors, electric generators and water turbines, Diesel engines; cement block-making machines; small airplanes, aircraft motors and parts; Jeeps, trucks, and station wagons.

"We receive requests from our mission superiors all during the year and naturally purchase the items they request as soon as possible. Many items are shipped to Techny where they are packed by our shipping department. The larger items (trucks and planes) are shipped direct. At Techny, we have a good-sized building for the storage and packing of mission supplies. For some items—white cassocks, tabernacles, chalices, ciboria, khaki clothing, and other items—a large stock is kept here. We do not do any purchasing through diocesan purchasing offices. Wherever possible, we buy on a bid basis, but the lowest bid is not always accepted."

# Tips on Stretching the Maintenance Dollar

By **RAYMOND V. SELBY**

*Business Manager, New Brunswick (N. J.) Board of Education*



● **IN PURCHASING** any materials, the idea is to get the best possible value for the dollar spent. Although in many circumstances, money is difficult to obtain, it is probably most trying to secure for maintenance. Working under these conditions, it is apparent that the maintenance dollar must be stretched to a considerable extent.

To get the most for the dollar, only a very inexperienced and foolish purchasing agent will sacrifice *quality*, for quality in itself represents the greatest value for the dollar. The word "quality" may be misunderstood by some, because quality sets a classification, type and grade. In the various grades of materials, there are a number of kinds and selections available. One should purchase the best type in each classification for the best value.

For example, consider buying plywood. Where plywood is used in an area where it is to be seen on both sides, interior and exterior, the A.A. or A.C. grade should be specified. If the plywood is to be concealed on one side, the specifications should be changed to read "good, one side." When buying lumber, especially white pine, the wise purchaser would specify Idaho White Pine. From its similar appearance, Eastern pine or Southern pine might very easily be mistaken for Idaho pine, but the latter has its own characteristic odor when it is freshly cut. When preparing orders or specifications, it would be advisable to state that all lumber shall be not less than eight foot lengths, or eight inch widths. Select the kind of lumber according to its use, and be sure to have a mill certification grade plainly stamped or marked on each piece. All lumber should be kiln dried. If lumber is purchased for a specific purpose or special work, instead of listing it by the number of board feet, it would be advisable to specify the number of pieces and list the width, thickness, and length. Because there is considerable leeway in the grading of lumber, the buyer or specifications must pinpoint the item, i.e., 5000 board feet White Pine, Idaho Supreme, S-2-S,\* to 1¾ in.

\*S-2-S signifies "surfaced, two sides." — Editor.

## **You Buy Durability**

When buying better quality materials, the immediate cost may be more, but in the maintenance field, the length of time that items last is the most important consideration. To get the best quality for the lowest price, make your purchases in volume. The old cliché, "It's cheaper by the dozen," holds true of all purchasing. But if it is a question of building up your volume, however, be careful not to overextend the need.

On what basis can you purchase volume? In the maintenance field, it would be advisable to prepare a list of maintenance items that are used over a period of years. Since most maintenance items are of a repeating type, work up this "maintenance master list" with the help of your head custodian. Then use it as a check list for purchasing. The listed items should be precise and to the point, so that anyone reading the item would know exactly what is called for, and would be able to supply exactly what the buyer wants. For example, 400 bolts, Carriage, National Standard with nuts, steel, East Coast cut thread.

To avoid detailed specifications in purchasing, the buyer may find it advisable to specify a manufacturer's name, catalog number, and trade name of an item. In this way, the buyer establishes the quality material he wishes to buy.

In larger institutions (usually large industrial companies or school districts), they may have testing laboratories where they perform a breakdown analysis of the material and base their specifications on percentages of various ingredients of which the items are compounded. Of course, such analysis is very good in most cases, but it is entirely too costly for smaller institutions. However, it is quite possible for two manufacturers to make the same type product from the same breakdown analysis, and

still produce items with a great deal of difference. A good example might be the differences which housewives experience in preparing a food item from the same recipe.

## **Quality Control**

Although today many manufacturers have quality control departments, the number of manufacturers who are not in a position to continuously duplicate the same high grade product over and over again is very surprising. Some companies may furnish you with the best floor wax that money can buy on one shipment, but upon reorder the product is inferior. When all is said and done, *it is the company that stands behind its products that counts.* The best companies continuously check for quality, and they will not release their name brand products until they meet quality standards. The real proof of the quality of a product is to try it on your own location or in your own field. Just how well do the various materials stand up for the purposes you use them?

## **Master Maintenance Inventory**

Using the maintenance master list, it is possible to work up an inventory control and purchasing guide. The master list should include a column listing the entire quantity of each item that was purchased during the past year. Another column should show the present amount on hand, or inventory. Let us assume that the difference between the total amount purchased and the inventory is the amount of each material used during the past year. Therefore, unless the inventory is greater than the amount used, the difference between the two columns should be ordered at a given time.

## **Stagger Deliveries**

By this time, you will surely be concerned with the disadvantages volume

buying may seem to impose in the problem of storing these larger quantities. However, it is possible to buy in volume, but not to receive everything from any supplier in one shipment. Minimum shipments may be received throughout the entire year, with deliveries so spread out that materials will be made available just before they are needed.

The purpose of gathering the required information for a maintenance master list is to build up the volume so that the best possible prices may be obtained. Materials should be so specified that they will be delivered in minimum shipment lots as needed and properly billed upon delivery. Payments based on volume prices should be made upon delivery.

When receiving prices, it is important to ask for net prices that include proper packing, prepayment of all freight, drayage, and any and all other charges in connection with the delivery of materials to the destination.

Where cash discounts are omitted and

you are prepared to make payment within 10 days, a cash discount should be requested.

### Buying in Drum Lots

Although you may be in a position to purchase paints, varnishes, floor wax, soaps, and other liquids in drums at a cheaper price, it is not the most economical way to make these purchases. All materials in drums create a number of problems for the administration all along the line. Such nuisances as drum deposits and reimbursements for returned drums, plus the waste of time and materials in handling and using the liquids, add to maintenance costs.

In buying drum quantities, some companies will allow a drum price when packaged in five gallon containers; others will have an extra charge. Without looking behind the scenes and on the face of it, the 55 gallon drum may save X cents per gallon. By purchasing in five gallon containers, each gallon may cost X cents more per gallon. But

don't overlook the fact that in the five gallon containers, you will have the material ready and easy to move. You will have approximately 11 separate containers ready to be used in as many as 11 different locations. It takes time—and time costs money—to draw off liquid from drums. The storage problem of the drum is greater; special racks must be made or purchased. As air replaces the liquid drawn off, waste and deterioration may occur. It is a difficult task to completely clean out a drum, too, so there is added waste of material. The longer materials stay in drums, the more material will be wasted. On the other hand, the five gallon containers may be brushed, and/or cloth cleaned, so that the waste factor is almost completely eliminated.

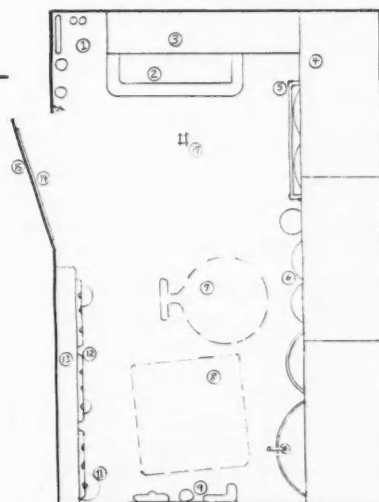
These are just a few considerations in buying maintenance supplies. Because the maintenance dollar is very hard to come by, each one must equal 100 cents of material.

## custodian's corner

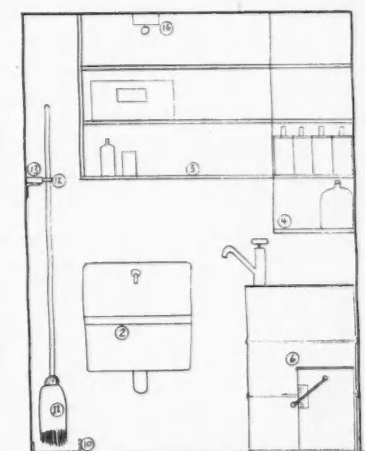
Minimum requirements for a custodial closet are detailed in this diagram from the Puritan Chemical Co., Atlanta, Ga. The minimum dimensions would be 6 ft. wide, by 9 ft. long, by 8 ft. high. If the closet is completely enclosed, a fan should be installed providing 20 air changes per hour. The closet should be used only by designated personnel and be locked when it is not in use.

### Key to Diagrams

1. Storage area for hoses, extension wands, pipes, etc.
2. Utility sink, flush with floor if possible.
3. Shelves over utility sink, 9 in. deep, 12-in. spacing.
4. Storage shelving over floor stock, 18 in. deep, 12-in. spacing.
5. Mopping outfit in stored position.
6. Floor stock, such as drums, cans, etc.
7. Floor machine in stored position.
8. Vacuum in stored position.
9. Accessories, fittings, and tools mounted on pegboard.
10. Aluminum or ceramic drip tray.
11. Mop in stored position.
12. Tri-grip toolholders.
13. A 4-in. space to keep mops away from wall.
14. Bulletin board on back of door for instructions, schedules, etc.
15. Door, 30 in. wide with louver. Placement of door and accessories' pegboard is interchangeable if necessary because of location.
16. Ceiling light should provide a mini-



FLOOR PLAN



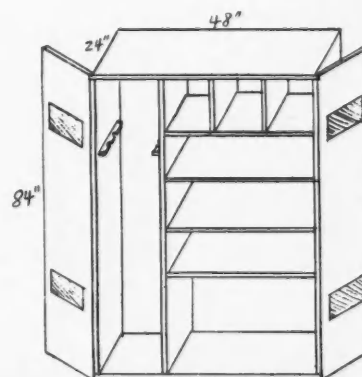
CROSS SECTION

imum of 40 foot-candles and be shielded to prevent breakage.

17. Ceramic tile or concrete floor, with floor drain if possible.

The cabinet at right may be used where there is insufficient space to install a custodial closet.

Bear in mind that these diagrams are recommended only as the *minimum* requirements for custodial storage. They will probably be most helpful in planning remodeling of older buildings where storage space is inadequate. When planning new buildings, list all kinds of items that must be stored and make allowances for clearances of portable equipment, ladders, scaffolds, etc.



CABINET



# Buy Proper Auxiliary Equipment — Save Kitchen Labor Costs

By **THOMAS J. FARLEY**

*Supervisor of Food Service, City of Milwaukee Public Schools*

- ✓ Would you like to be able to prepare and serve food to 1000 persons with the equivalent of only four full time cooking personnel?
- ✓ Have you ever seen a parish dinner for 2000 guests prepared by just three or four persons?
- ✓ Do you know that one person can easily prepare a piping hot, typical church breakfast of ham, eggs, bakery, and coffee for 500 persons?

● **ONE SECRET** of rapid food preparation for large numbers of persons who must be served in a short time is the proper choice of kitchen utensils, accessories, devices, and methods that will cut down useless, hard physical labor.

In a previous article, we pointed out the proper types of large cooking equipment needed in a parish and school lunch program.\* Now, we focus attention on the smaller pieces of equipment and supplies that can improve food quality while materially lowering the costs of operation.

## **Standard Sized Pans**

One of the first steps in portion control is to prepare food in pans of sufficient capacity so that time and temperature requirements of approved recipes can be reproduced anywhere with similar results. Not all cooks are aware that the Federal Government furnishes each lunch program with a voluminous file of recipes that give the exact amount of ingredients to be used. The use of these excellent recipes eliminates guesswork in commodity purchasing. Food preparation in standard pans helps assure quality for money and labor expended.

The recommended dimensions for bun pans are 18 by 26 by 1 in. deep, and for cake pans, 18 by 26 by 2 in. Recommended steam table pans are 12 by 20 in. with varying depths from 2½ to 6

in. Since the recommended deck ovens are 42 in. wide, it is possible to accommodate two cake pans or three steam table pans on each deck. The purchase of standard sized pans and matching equipment allows for interchangeability and provides for greater flexibility in use.

The purchase of various sized pans to continue the use of an old, outmoded oven is a poor investment. Often it is better economy to junk the old or odd-size oven to permit use of standardized quantity recipes in standard containers.

## **Stock Pots and Stew Kettles**

Wherever a kitchen has steam-jacketed kettles or steam pressure ovens, the use of large multi-gallon containers is to be avoided. It is a far better practice to cook vegetables in the standard 12 by 20 in. steam table pans in the first place whenever possible.

Stock pots call for excessive labor and rehandling throughout the whole preparation process. They create a cleaning bottleneck because of the extreme difficulty in handling them in sinks. Moreover, these large pots full of steaming food can be transported and lifted onto shelves only with great effort and attendant danger.

However, the standardized rectangular steam table pans not only cook food better and more easily, but store well in a minimum space because of their nesting ability. In a kitchen equipped for steam cooking, it would be highly advisable to limit drastically purchases of pots and sauce pans. Their infrequent use should generally eliminate them in

planning. Many such kitchens would also find valuable shelf space available where now it is limited.

## **Pot and Pan Sink**

The important point to remember about pot and pan sinks is that one of proper dimensions cuts work to a minimum. Every small school without a dishwashing machine should have a three-compartment sink. Not just any sink with three wells will do either. The first — or soaking — compartment should be at least 22 by 28 in. to hold the standard 18 by 26 in. bun and cake pans. This basic fact has escaped many kitchen planners. If one is to soak pans, they must lie flat in the sink and be covered with water. This soaking is not possible in small sinks, 18 by 24 in. or 16 by 16 in., or any other dimension whereby pans must stand on end with only the corners in water.

Pans do not have to lie flat in the wash and rinse compartments, but it seems advisable that all three sink wells be 22 by 28 in., so that work can be stopped or resumed at any time if the worker is needed elsewhere.

Some may question how a discussion of pot and pan washing aids in food preparation. Here is the answer: Too much time of high priced cooks is spent in scullery work. The time wasted in the afternoons on needless cleanup would more profitably be used in baking breads, desserts, and performing much of the preliminary food preparation for the next day.

## **Paper Service**

Many hospitals have shifted to paper service, and at least one Catholic girls' academy nearby has tried it successfully. Today's plastic-coated paper plates are attractive and a far cry from the fuzzy blotter material used a few years ago.

First, let us consider the case of the kitchen where there is no room for a

\*See "Good School Lunch Programs *COST LESS Than Poor Ones*," by Thomas J. Farley, *CATHOLIC SCHOOL JOURNAL*, Vol. 59, No. 6, June, 1959, p. 79 ff.

dishwashing machine, or no money to purchase one. It is quite conceivable in an area of high wages that the elimination of the entire dishwashing job would enable the school to concentrate more of its limited funds on food purchases and actual production time.

Next, look at the possibilities of preportioning food in paper containers. It certainly is sensible to serve butter patties on paper and cranberry sauce in one-ounce paper cups to prevent its running over the plate. Fruit salad and cole slaw in paper cups would be desirable for the same reason. Incidentally, preportioning not only insures a uniform portion, but it also speeds service.

As a practical example of acceptable paper use, consider the little crinkle paper bake cups used for cupcakes. With them we eliminate the cleaning of muffin tins. Again, it is a case of using the cooks for cooking, rather than for scullery work.

#### Food Slicers and Cutters

The operations of peeling, slicing and chopping are time consuming and monotonous. Yet this phase of food preparation is often neglected or even entirely disregarded for a variety of reasons, ranging from financial inability to purchase equipment to the cook's refusal to

use the equipment on hand.

One factory serving 5000 meals per day to its employees kept three women busy each day cutting salad vegetables. It was found that one person could do the job much better in three to four hours when a vegetable slicing machine was used. For most school lunch programs, the vegetable slicing and grating attachment to a mixer is a valuable labor- and time-saving device.

The standard meat slicer so useful for cutting ham, beef, pork, and boned turkey rolls is also excellent for slicing bread and cabbage. It can also be utilized to make cheese sticks by putting the brick through in two different directions.

#### Food Carts and Racks

Carts should be used to transport dishes from the dishwasher to the serving line. With this equipment, there can be a rapid re-supply of dishes without multiple handling during peak periods. Reuse of plates and silver during the lunch period is possible when a good dishwashing setup is combined with the proper type carts for storing and transporting. The carts also eliminate costly built-in dish storage shelves. The saving in china investment is secondary to the daily saving in expensive cook labor

which is otherwise improperly used for lifting, hauling, and stacking dishes.

#### Utility Cabinets

Mobile aluminum cabinets, up to six feet in height, with or without doors, should be used as vertical storage racks for standard 18 by 26 bun and cake pans. Pans of rolls can be pushed into the walk-in refrigerator for overnight proofing, or wheeled into the freezer for fast cooling. Thousands of raw dough cutouts can be fast frozen in a few minutes and held until needed. A mobile utility pan cabinet can be loaded with raw dough, wheeled up to a deck oven, and the shelves can be refilled with finished cakes and buns as fast as they are baked.

Large quantities of finished foods can be wheeled to the serving line, when this cabinet is used to back up the line during the rush period. Basically, this vertical arrangement of shelves on wheels takes the place of 40 ft. of table top. It permits one person to transport 20 loads at one time, rather than in 20 trips. There are a large number of specialized carts in quantity cookery work, but no matter what job each performs, all have the function of keeping the cooks at the job for which they are most valued.

#### CORRECT EQUIPMENT SAVES THE COOKS' TIME

Portable bakery racks holding standard sized pans can be wheeled from refrigerator, to oven, to serving line, saving many steps for the cooks. Below, school lunches look appetizing on disposable paper service, and all the portions are equal. The proper equipment, well-arranged, can save many dollars in kitchen labor. Note carefully the sinks, slicer, nested pans, and deck oven at right below.



Paper Cup and Container Institute



S. J. Casper Co.

## — problem clinic —

SEND IN YOUR PROBLEMS AND QUESTIONS about the management, operation, building, and maintenance of your schools and institutions to the Management Editor, CATHOLIC SCHOOL JOURNAL, 400 N. Broadway, Milwaukee 1, Wis. All letters will be answered personally. Problems of the most general interest will be reproduced on this page.

**Q.** Would you have any study to arrive at a general notion of the work that a janitor should accomplish during the day? How much time does it take the average man to sweep a classroom, empty wastebaskets? How

many should he do in an hour?

Some think my janitor is overworked and underpaid. Others think he does nothing for the money he receives. — *Minnesota Pastor.*

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**A.** Without knowing either the size of your school plant or whether it is constructed of easy maintenance materials, it is difficult to judge whether your janitor is doing a good day's work for the amount you are paying him.

A recent study reported that it should take a custodian 12 to 17 minutes to clean a classroom which involves: dusting, emptying pencil sharpeners and wastebaskets, adjusting blinds and locking windows, cleaning blackboards, and dust-mopping the floor. The same study reports it should take approximately 8 minutes to dust-mop 8000 sq. ft. of corridor space; and 140 minutes per 1000 sq. ft. in a classroom where desks would have to be moved back and forth. Perhaps, with this information, you can compute your custodian's time.

You will also find valuable a booklet entitled *School Plant Operation* by Baker and Peters, published in 1957 by the School Planning Laboratory, Stanford University, Stanford, Calif.

It sounds as though you have only one custodian. If this is true, his time may be taken up with such things as caring for the heating system, cleaning lavatories, doing minor repairs around the building, and perhaps other duties. The studies mentioned above are just for dust-mopping floors, not floor buffing, sealing, or washing.

As pastor, you should know the tasks that are assigned to your custodian and, perhaps, have him stop by every morning to report on what has to be done and what has been done. A pastor of a very large city parish said recently that they pay their custodians very well, so they know they are getting good maintenance men. It might also help to write out the duties of the custodian, not only to clarify them in your own mind and his, but to show to those who think he is not earning his money. Very often teachers may be very critical, not realizing the many tasks assigned to custodians.

**Q.** Does any school offer a training course for custodians?

**A.** A series of courses for custodian-engineers is sponsored by the Engineering Extension of Iowa State University and members of the National Association of Power Engineers. Scheduled for July 25-29, 1960, the courses are offered at various centers throughout the state of Iowa. Interested persons are urged to pre-register as early as possible. Any one may enroll, including residents of other states.

The course is designed to meet the needs of custodians and engineers in schools, hospitals, commercial, governmental, and residential buildings who constantly come in contact with boilers, fuels, methods of firing, controls, etc. The series has been endorsed by the Iowa Association of Custodians and Assistants. The course leads to an engineer's license examination.

Course topics include: shop math, shop science, fuels and combustion, controls, basic electricity, applied electricity, refrigeration, and air conditioning. Text and class materials are included in the course fee. Send for full information from Engineering Extension, Iowa State University, Room 110 Marston Hall, Ames, Iowa.



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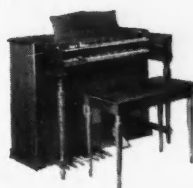
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Written and Keyboard Harmony, I, II, III  
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## New Books

(Continued from page 24)

### South American Handbook: 1960

Ed. by Howell Davies. 954 pp., \$3. The H. W. Wilson Co., New York 52, N. Y.

This 36th annual edition includes 8 maps in color and 36 in black and white. A 14-page index locates any desired information. The book is a necessity for anyone traveling south of the Rio Grande and brings South America right into the homes of the reader.

### Though Your Sins Be as Scarlet

By Mary Beattie. Paper, 112 pp., \$1. Congregation of Marian Fathers, Association of Marian Helpers, Eden Hill, Stockbridge, Mass.

"God's Infinite Mercy as shown in the Bible and in our Lives." Explanations of God's mercy are shown in the many parables Christ told and miracles He worked. This is a very readable and worthy book for all religious and lay people.

### Songs for Young Readers

By Mark Edwards, S.M. Cloth, 39 pp., \$2. Dorrance & Co., Inc., 131 N. 20th St., Philadelphia 3, Pa.

A collection of poetry in verse that is simple enough for ages 9 to 15 but also alluring to adults. Most of the poems concern the Blessed Mother, and there are some verses to our Lord, St. Joseph, and the saints. Many lessons of love and devotion can be learned by reading this book — a very worthwhile investment.

The author, a priest of the Society of Mary, has spent many years conducting missions in parishes and elementary schools and retreats for Sisters and high schools.

### This Is Communism

By David E. Weingast. Paper, 187 pp., \$1.75 cents to schools. Oxford Book Co., 71 Fifth Ave., New York 3, N. Y., 1959.

A textbook for the school. It describes Democracy's fight against its powerful enemy: Communism. Each and every person in this and other democratic countries must know more about this deadly killer. We all must know exactly what it is and how to combat it. This comprehensive text is a must for teachers, students, and families at school and home. It is illustrated with maps and cartoons, some drawn especially for the book, some taken from leading U. S. and European newspapers, and some from *Krokodil*, a Soviet humor magazine known to jab at the weaknesses in the Communist system. It cannot be emphasized enough just how much this book is needed and how much it should be heeded.

### Fiber to Fabrics

By M. David Potter and Bernard P. Corbman. Cloth, 342 pp., \$4.20. Gregg Publishing Div., McGraw-Hill Book Co., Inc., New York 36, N. Y.

The authors point out that some knowledge of textile fibers is necessary to everyone, because of the important bearing which textiles have on our daily lives. A complete knowledge of textiles facilitates an appraisal of standards and brands of merchandise and develops an ability to distinguish quality in fabrics, and to appreciate the proper uses of different qualities. The present book provides all the basic information needed by those who intend to enter the manufacturing and sales areas of business dealing in textiles and textile products. The information, which

is clear and direct, has been brought up to date to include many otherwise unavailable facts about the new synthetic fibers developed during the past decade. Complete comparative data are presented about 20 modern fibers, their manufacture, and proper use. An abundance of diagrams and photographs make the book attractive.

### Good Manners in God's House

By Sister M. St. Paul of Maryknoll. Paper, 21 pp., 25 cents. Golden Press, Inc., New York 20, N. Y.

These "First Books for Little Catholics" are designed to introduce children to their religion through clear, colorful pictures and very easy-to-read text. The books are delightful bits of information for the child's early religious training.

### Twelve Teachers and Their Effects on Students

By Roy C. Bryan. Paper, 75 pp., 50 cents. School of Graduate Studies, Western Michigan University, Kalamazoo, Mich.

This graduate school conducts a service for obtaining students' opinions of their teachers — at the request of the teachers. This booklet presents the graphs of the results of questionnaires on twelve teachers, together with samples of students' comments, favorable and unfavorable.

### I Want to Be Good

Illustrated by Grace Dalles Clark. Paper, 20 pp., 25 cents. Golden Press, Inc., New York 20, N. Y.

(Continued on page 118)

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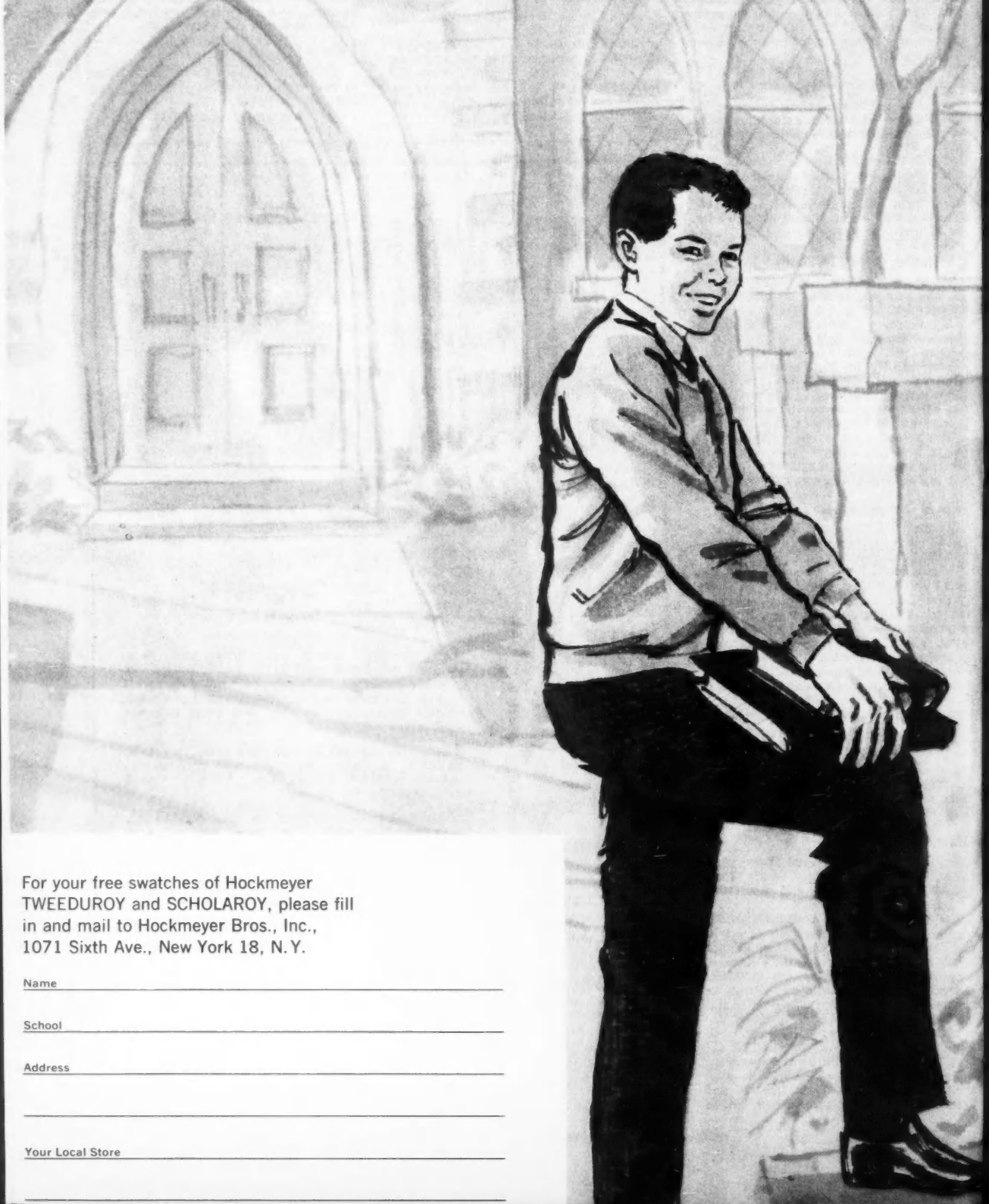
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## AD MULTOS ANNOS

★ REV. LADISLAUS ALACHNIEWICZ, C.S.S.P., of St. Joseph's Parish, Mt. Carmel, Pa., celebrated the 62nd anniversary of his ordination of February 2. He is the oldest member of the Congregation of the Holy Ghost in the United States.

### Young Catholic Messengers Celebrate

May 1 will be the 75th anniversary of publication of the *Young Catholic Messenger* series of periodicals for children. Thousands of classrooms in the elementary Catholic schools, through bulk subscription, supply their pupils with these weekly graded newspapers and teaching tools and the *Treasure Chest*, a worthwhile competitor of comic magazines. Ad multos annos! to Geo. A. Pflaum, Publisher, Inc., Dayton, Ohio.

## HONORS AND APPOINTMENTS

### Holub Goes to America

WILLIAM HOLUB, a one-time member of the staff of the *Catholic School Journal*, who for some years has been advertising and promotion director of George A. Pflaum, Publisher, Inc., Dayton, Ohio, publishers of the popular *Catholic Messenger* school periodicals, has accepted the position of general manager of the America Press, New York City. Mr. Holub will be the first layman to hold such an executive position in the organization of *America*, a Catholic Review of the Week, an all-Jesuit publication.

### Award for Vocation Ideas

SISTER M. MELORA, a teacher at Notre Dame High School, Milwaukee, has been honored for her prize winning article on vocation programs conducted at her school. The report describes Notre Dame's vocation study clubs, the highlights of which are talks given by visiting missionaries. The article was featured in the March issue of *The Shield*, national magazine of the Catholic Students' Mission Crusade.

### Catholic Press Honors Father LaFarge

REV. JOHN LAFARGE, S.J., associate editor of *America* and chief founder of the Catholic Interracial Council, has received the annual Catholic Institute of the Press award "for substantial contributions to the advancement of Catholic principles in the field of communications." The noted author and editor received the award at the Institute's 16th annual Communion breakfast, held on February 7 in New York City. He is the first religious to receive the honor.

### Cardinal Named Big Brother

The Big Brother of the Year award was presented to RICHARD CARDINAL SPELLMAN by President Eisenhower at a recent White House ceremony. Charles G. Berwind, president of the Big Brothers Organization, said to the Cardinal, in the public citation: "The giving of yourself, your heart, and your concern not only to your episcopal flock but to all people is a source of inspiration and pride to Big Brothers of America." The organization was founded to help and guide fatherless boys between the ages of 8 and 17 of all religions, races, and nationalities.

### Priest Is Top Man

VERY REV. BRIAN J. EGAN, O.S.B., president of St. Bernard College, Cullman, Ala.,



has been selected as one of Alabama's four Outstanding Young Men of 1959. He is 34 years of age and was appointed president of the college in 1958. Selection of Father Egan for the award was believed to be the first time in the history of the Southern area that a Catholic clergyman had been so honored on a statewide basis by a secular community service organization.

### Highest Newman Club Award

The highest award of the National Newman Club Federation, the honor key, was presented to REV. BERNARD THEALL, O.S.B., on February 21. Father Theall was honored for his many years of service to Newman Clubs in the Washington, D. C., area. He is a member of the faculty at the Catholic University of America.

### Bishop Dworschak Named in North Dakota

Pope John XXIII has appointed BISHOP LEO F. DWORSCHAK to be bishop of the Fargo, N. Dak., diocese succeeding ALOISIUS CARDINAL MUENCH, now on the Vatican staff in Rome. Bishop Dworschak had been apostolic administrator of the diocese since last December when Archbishop Muench was named a Cardinal. He was named coadjutor of Rapid City, S. Dak., in 1946 and became auxiliary bishop of Fargo in 1947. While Bishop Muench was serving as Papal nuncio in Germany, 1951-59, Bishop Dworschak carried on many of the supervising responsibilities of the diocese. He is the fourth bishop of the 71-year-old Fargo diocese.

### Foreign Honor for American

HELEN C. WHITE, professor of English at the University of Wisconsin, Madison, recently was made an "Honorary Officer of the Most Excellent Order of the British Empire," by Queen Elizabeth II. The honor, one of the highest the British sovereign can give to a citizen of another country, was conferred "for services in the cause of Anglo-American friendship and understanding."

Miss White is a newly elected member of the American Academy of Arts and Sciences. She is the author of "best seller" *Bird of Fire*, a popular life of St. Francis of Assisi.

### 1960 Damien-Dutton Award

MSGR. LOUIS J. MENDELIS, pastor of St. Alphonsus Church, Baltimore, has been named the recipient of the Damien-Dutton Award for 1960. He was cited for raising more than one million dollars in his parish in the past 10 years for the missions and his Christmas leprosy fund.

The Damien-Dutton Society, New Brunswick, N. J., provides under Catholic auspices, research, relief, and recreation for leprosy patients around the world regardless of race, creed, or color.

### Assumption University Award

JOHN COGLEY has been named for the 1960 Christian Culture award of Assumption University, Detroit. The gold medal,

given annually to an outstanding layman exponent of Christian ideals, will be presented to Mr. Cogley on April 10 at the university. Mr. Cogley is a columnist for *Commonweal* and a director for the center for the study of democratic institutions for the Fund for the Republic at Santa Barbara, Calif.

### Nun Wins State Trophy

SISTER M. ANTHONY BEASON, a junior at the College of St. Joseph on the Rio Grande, Albuquerque, N. Mex., recently was awarded the state trophy in a nationwide journalism contest sponsored by the University of Havana. Sister Anthony wrote an essay on liberty. She is a member of the community of the Poor Sisters of St. Francis of Colorado Springs, Colo., and is now taking her scholasticate at the college in New Mexico.

### State Teacher of the Year

The Newark (New Jersey) Chapter, National Office Management Assn., has named LAWRENCE CAMISA, business teacher at St. Peters College and Snyder High School, Jersey City, for one of three Teacher of Year awards.

Mr. Camisa was also the recipient, in October of 1959, of the Bene Merenti Medal from St. Peter College.

### Doubleday Fiction Contest Winner

Doubleday & Co., Inc., New York City, recently announced that ELIZABETH ANN COOPER, a descendent of James Fenimore Cooper, is the winner of its Catholic Prize Fiction Award. The award, "for the best novel of Catholic interest whose theme and treatment embody Catholic principles and values," is the amount of \$5,000. Miss Cooper's prize winning novel, *No Little Thing*, deals with a priest's struggle with his soul. It is her first book. She is the author of many magazine articles, short stories, and was, for a time, city editor of the Gallup, N. Mex., *Independent*. Miss Cooper currently resides at Matawan, N. J.

### Newbery - Caldecott Winners

The 1960 John Newbery Medal for "the most distinguished contribution to American literature for children" has been awarded to Joseph Krumboltz for his book *Onion John*, published by Thomas Y. Crowell Co.

The 1960 Randolph Caldecott Medal to the artist of the year's "most distinguished American picture book" goes to Marie Hall Ets for *Nine Days to Christmas*, published by The Viking Press, Inc.

These medals, the highest honor awarded to creators of children's books, will be presented at the Children's Book Awards banquet on Tuesday, June 21, at the Queen Elizabeth Hotel in Montreal, Canada, during the joint conference of the American and Canadian Library Associations.

## COMING CONVENTIONS

**April 18-19.** Sixth annual national meeting of the *Society of Catholic College Teachers of Sacred Doctrine*. Teachers of Sacred Doctrine from 275 Catholic colleges will attend. Chicago.

**April 28-May 1.** The tenth biennial convention of the *National Council of Catholic Nurses*. Theme will be "The Catholic Nurse in Today's World." Louisville, Ky.

(Continued on page 106)

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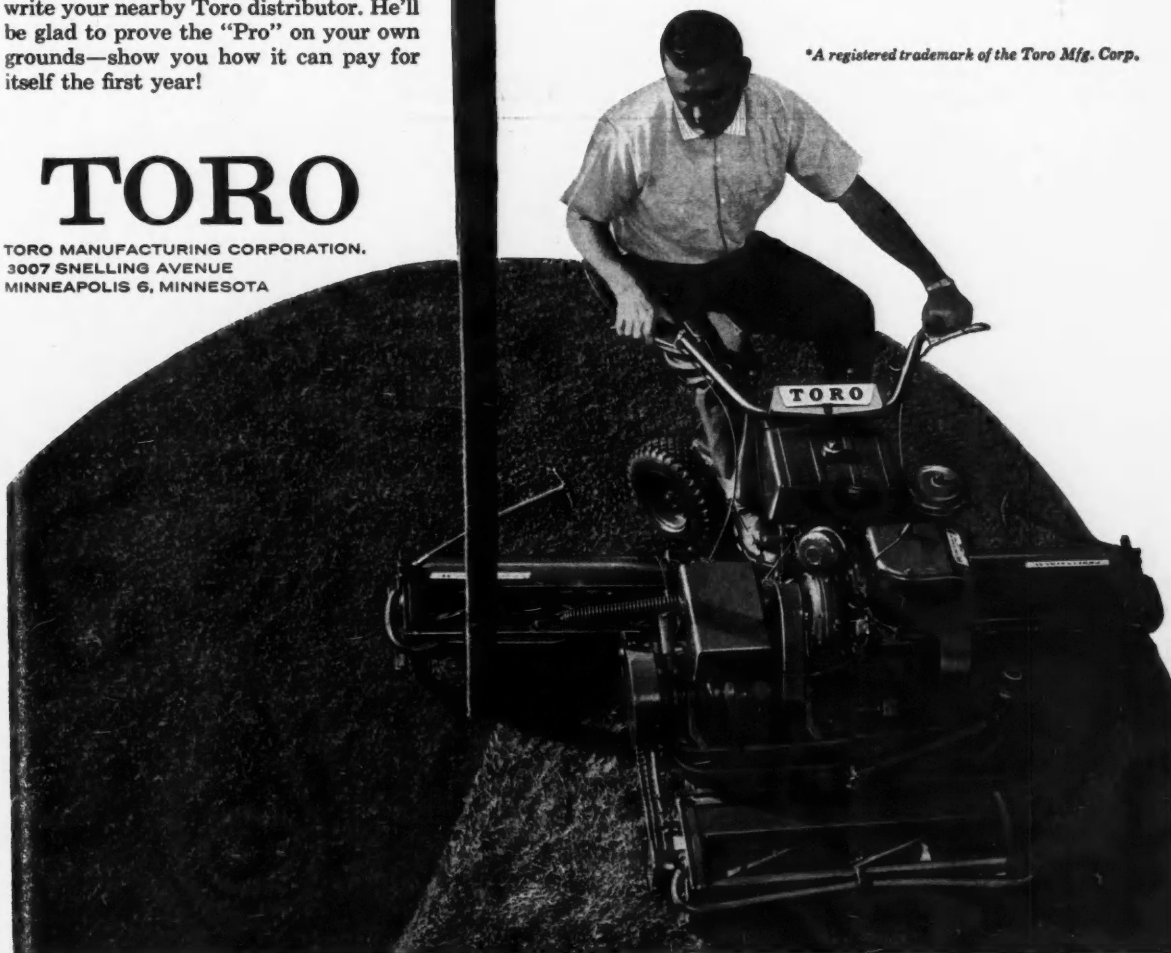
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## NEWS

(Continued from page 104)

### REQUIESCANT IN PACE

● **SISTER MARIETTA, O.S.F.**, head librarian at Ladycliff College, Highland Falls, N. Y., died on February 8. She was a member of the Missionary Sisters of the Third Order of St. Francis since 1910 and had been on the faculty at Ladycliff since 1935.

● **SISTER M. VERONICA** died recently at the mother house of the Mission Helpers of the Sacred Heart, Baltimore, Md. Sister Veronica entered the convent in 1900 and had taught in Trenton, N. J., Pittsburgh, Baltimore, and San Juan, Puerto Rico.

● **BROTHER FRANCIS HESS, S.M.**, a member of the faculty at St. Mary's University, San Antonio, Tex., since 1932, died on February 3. Brother Hess began his teaching career in 1900.

● **JAMES J. WATERS**, editor of the Springfield (Ohio) *Catholic Observer*, and former editor of *The Florida Catholic*, died on February 14. He was 48 years of age.

● **VERY REV. DOMINIC RAPP**, one of three assistant provincials in the United States for the Franciscan Province of the Immaculate Conception, died on January 29. He was 67 years old. He was elected treasurer of the Province in 1954 and chosen an assistant provincial in 1957. Father Rapp had also served as principal of

Trenton Catholic High School, Trenton, N. J.

● **REV. ALOYSIUS BREEN, S.J.**, treasurer emeritus of Xavier University, Cincinnati, died on January 13. He was 92 years of age.

● **SISTER M. BEATA**, a teacher of secretarial and business courses at Grace Institute, New York, died on January 14. She was 85 years of age.

● **SISTER M. FELICIA MEIROWSKA, F.S.P.A.**, died at Villa St. Joseph, LaCrosse, Wis., on January 10. She was 83 years old. Sister Felicia had taught in the elementary schools staffed by the Franciscan Sisters for almost 60 years.

● **REV. LEOPOLD VAITIEKAITIS**, a member of Holy Cross Province of the Passionist Fathers, died in Chicago on January 11. He was a former teacher in the Monastery of his Order in Chicago.

● **SISTER FRANCIS RITA, S.P.**, died on January 17 at St. Mary-of-the-Woods mother house, Indiana. She had served her community as a teacher and also as superior at St. Anthony, Ind.; Holy Trinity, New Albany; and Sacred Heart, Evansville.

● **SISTER JEAN MARIE BOYD, R.S.M.**, professor of education at St. Xavier College, Chicago, died in January. She was a former president of the Elementary Science Association of the Archdiocese of Chicago and author of the science text for elementary schools: *Exploring God's World*. Sister Jean Marie was, at the time of her death, chairman of the Catholic Book Week program of the Illinois unit of the Catholic Library Association.

● **SISTER M. NORBERT, S.L.**, chairman of the art department at Loretto Heights College, Denver, Colo., died on November 25. She was one of the better known artists in the Rocky Mountain Empire. Sister Norbert had celebrated her golden jubilee as a Sister of Loretto on August 15, 1959.

● **BROTHER EVERGISLUS SCHNORRENBERG**, superior general of the Brothers of the Poor of St. Francis, died on January 4 at Aix-La-Chapelle, Germany. Brothers of the Poor of St. Francis are active in the Cincinnati Archdiocese and Little Rock Diocese.

● **REV. PETER P. GARAHY, S.S.C.**, superior of the Columban Father's Mission House at West Chester, Pa., died on January 1.

● **BROTHER PHILIAS, S.C.**, a teacher in schools of the Brothers of the Sacred Heart for 43 years, died on December 31. He was 61 years of age.

● **MOTHER M. BRIDE OF JESUS**, superior of several convents of the Sisters of the Franciscan Missionaries of Mary, and most recently of Cardinal Hayes Home, Millbrook, N. Y., died on January 15.

● **SISTER JOSEPHINE CAVANAGH**, consultant in nursing education for the eastern province of the Sisters of Charity of St. Vincent de Paul, died on January 18. She was stationed at the mother house of her Order in Emmitsburg, Md.

(Continued on page 108)



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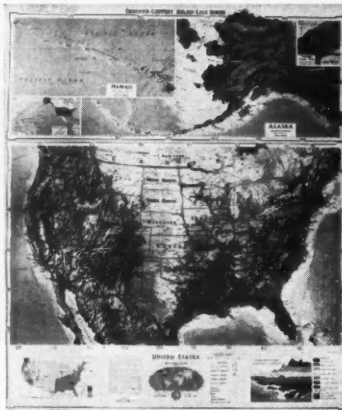
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| 1. Slrp   | Phys.-Pol. with Mexico         | 64x84" |
| 2. Slcrp  | Physical-Political             | 64x80" |
| 3. Slcrx  | Simplified map                 | 64x80" |
| 4. Slrx   | Simplified, with Mexico        | 64x84" |
| 5. Slsc   | Political                      | 64x66" |
| 6. Jl     | Political with Mexico          | 44x58" |
| 7. RLi    | Relief-Like with Mexico        | 64x84" |
| 8. RLlx   | Relief-Like Simp., with Mexico | 64x84" |
| 9. RLlc   | Relief-Like, contour coloring  | 64x80" |
| 10. RLlcx | Relief-Like Simplified         | 64x80" |
| 11. Jlv   | Visual-Relief, with Mexico     | 44x58" |
| 12. Jlrp  | Phys.-Pol., with Mexico        | 44x58" |



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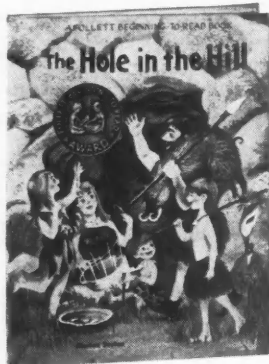
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**NEWS**

(Continued from page 106)

● **SISTER LEO CLARE, O.P.**, a teacher at Aquinas Dominican High School, Chicago, died on January 9. Sister Leo Clare also was a radio-script writer for Archbishop Sheil's station, WFJL.

● **REV. JOHN P. DOWNEY, S.J.**, associate professor of philosophy at Loyola University, Chicago, died on January 7 at the age of 53.

● **BROTHER WILLIAM O. WEHRLE, S.M.**, died on December 23 at the age of 63. Brother William was head of the department of English at the University of Dayton from 1933 to 1956.

● **BROTHER ALPHONSUS FIDELIS**, professor of philosophy at Manhattan College, died on February 2 at the age of 74. Brother Alphonsus was a member of the Catholic Philosophical Association, the Catholic Educational Association, and the Christian Brothers Education Association.

**CONTESTS**

Singer Sewing Machine Co., has announced that the International Contest will open on April 18. Registrations will be accepted through August 13. Girls 10 through 21 are eligible for entry. Entry blanks, complete rules, and list of prizes are available at any local Singer Sewing Center.

**SIGNIFICANT BITS OF NEWS**

**Hospitality to Foreign Students**

Foreign students in the United States have been, to a considerable extent, neglected by the communities in general and by Catholic communities in particular. Catholic foreign students have complained that, although they may have been assisted, counseled, and entertained by secular and Protestant organizations, they have not often been invited to Catholic homes.

The Public Planning and Information Committee of the NCWC Foreign Visitors' Office has taken steps to correlate Catholic effort in the apostolate of the foreign student. One project sponsored by this Committee is the distribution of a World Visitor Kit which anyone may obtain for one dollar from Maryknoll International Student Committee, Maryknoll, N. Y.

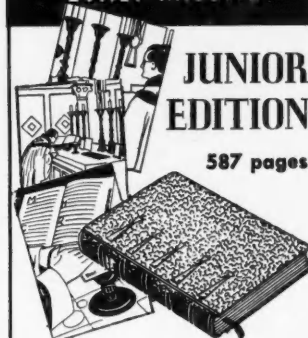
The World Visitor Kit was prepared to help to channel the initiative of zealous Catholics into the apostleship of friendship for foreign students. It offers concrete suggestions and programs of all kinds, bibliographies of helpful books, list of community organizations through which students may be contacted, and other helps.

**Don't Overawe Students**

Teaching priests, Sisters, and Brothers were warned, at the recent teachers institute of the New York Archdiocese, not to let their role as a religious overawe their students in the classroom. According to Msgr. Henry C. Bezou, superintendent of schools for the Archdiocese of New Orleans, such a practice tends to curb the students' initiative and self-expression. "The religious teacher," he said, "should never confuse, or allow the students to confuse, his or her role in the classroom with the awe-inspiring

(Continued on page 109)

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## NEWS

(Continued from page 108)

role of a person in the religious state of life. Otherwise he or she may unwittingly foster servile respect and blind obedience to the neglect of student initiative, intellectual curiosity, independent thinking, and self-expression." He concluded that "Education achieves its highest purpose when it trains the pupil to train himself. Formal education ends when the teacher becomes superfluous."

### Aid for Nonwhite Students

A drive is under way in the St. Paul-Minneapolis area to provide Catholic high school scholarships for nonwhite students. At least six scholarships will be available this fall. A pilot study of minority groups in Catholic grade schools indicated that some two thirds of the nonwhite 1960 graduates will be unable to attend Catholic high schools without financial aid. After a meeting, attended by representatives of 12 Catholic high schools and members of the Twin Cities Catholic Interracial Council, it was agreed that the Council would underwrite any expenses in excess of the tuition.

### Western Civilization in Crisis

Dr. Thomas P. Neil, speaking at a February 26 meeting of the student body at Loretto Heights College, Denver, Colo., stated that the crisis of Western civilization is the present secularistic attitude about life and the depersonalization of man. In the past all cultures have been based on religion, noted Dr. Neill, professor at St. Louis University, and the decreasing religious emphasis of the past 200 years is slowly rending the nucleus of Western civilization. The urgency of the problem increases as the influence of Western culture spreads. However, Dr. Neill sees hope in the present missionary expansion, both Catholic and Protestant. In the missionaries, he believes, lies the hope of the future. The Christian must be realistic about the world, and work for the revival of a universal acceptance of basic principles of life.

### Voices From the East

A unique concert was held on April 23 at Molloy Catholic College for Women, Rockville Centre, N. Y. For that day Molloy College invited the 100 member Glee Club from Boston College, Chestnut Hill, Mass., to join with the 50 members of its Glee Club to present a 150-voiced mixed choir. The program committee included many prominent dignitaries from New York and Massachusetts.

### Milwaukee School Report

*Annual School Report* for 1958-59 has been released by the diocesan superintendent of schools of the Archdiocese of Milwaukee. The 21st annual report gives a complete account of the elementary and high school departments of the city's Catholic school system, depicting its growth and special education divisions.

The archdiocese has 218 elementary schools, 23 high schools, 3 convent high schools, 5 schools of nursing education, 2 junior colleges, 5 colleges, a university, and 13 seminaries. Of the total number of elementary schools, 18 have been opened since September, 1958.

Complete statistics for faculty and enrollment in all schools are listed by county in which they are situated.

(Continued on page 110)



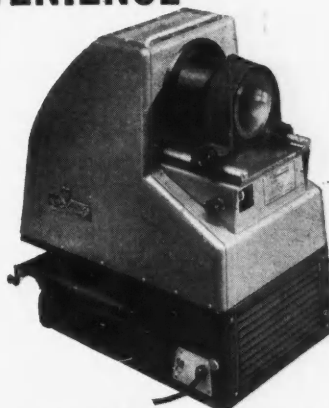
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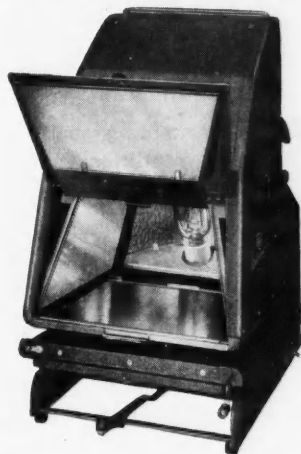
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## NEWS

(Continued from page 109)

### Enrollment — New York

Catholic schools in New York expect to register four times as many new pupils next fall as will public schools, according to the current enrollment trends reported by Dr. John J. Theobald, superintendent of schools for New York. Currently the Catholic parochial school enrollment is about 37 per cent of that of the public schools. There are 152,294 students in the Archdiocese of New York (which covers the Bronx, Manhattan, and Staten Island), 209,103 pupils in the Diocese of Brooklyn (which also covers Queens), and 977,541 pupils in the public school system.

Board of Education officials said the increased enrollment in Catholic schools is not due to any general dissatisfaction with the public school, but rather reflects the desire of parents to give a parochial school education to their children.

### Financial Aid Plan

The Merck Company Foundation, Rahway, N. J., has announced a new provision of its co-operative contribution program of matching dollars with employee contributions. The program will now include financial aid to preparatory schools and high schools, both public and private. The program was previously limited to colleges and universities. The new extension program has already given financial aid to three schools; one of these schools is St. Peter's High School, New Brunswick, N. J.

### Mission Church Becomes Basilica

The old Spanish mission church where pioneer California missionary Junipero Serra is buried has been raised to the rank of a basilica. The Old Mission of San Carlos, at Carmel, Calif., is one of the 21 founded by pioneer missionaries.

### New Alumnae Headquarters

The headquarters and business office of the International Federation of Catholic Alumnae are now located at the Catholic University of America in Washington, D. C. The offices, located in New York City since 1930, were moved on March 1.

## RELIGIOUS ORDERS

### Approval for Rhode Islanders

The Society of Our Lady of Providence, a four-year-old Sisterhood at Providence, R. I., has been given official approval by the Sacred Congregation of Religious. The Society, which opened its novitiate in Hills Grove, R. I., in September 8, 1955, now has 35 members. Generally, some 15 to 20 years elapse between the first establishment of a Sisterhood and approval by the Holy See.

### 50,000 Pupils in 80 Years

Sister Quirina, of the Holy Family Convent, Danville, Pa., the oldest living member of the Congregation of the Sisters of Christian Charity, has taught more than 50,000 children in her 80 years in the Sisterhood. She is the only living member of her congregation to have seen the foundress of her community. She received her garb in 1880 from the foundress, Mother Pauline von Mallinckerd, who established the Sisterhood in Germany in 1849.

### A Sister Formation Book

In February, the Fordham University Press released the fourth book of Sister Formation proceedings. The new volume, entitled *The Juniorate in Sister Formation*, features a major address by Rev. Ello Gambari, S.M.M., of the Sacred Congregation of Religious. It carries a foreword by His Eminence, Arcadio Cardinal Larracona.

The Sister Formation Conference is a co-operative movement among Sisters' orders and institutes for the spiritual and apostolic development of Sisters during their training period and throughout their lives.

### New Convent in Missouri

A convent of the Discalced Carmelite Nuns will be established shortly after Easter at Jefferson City, Mo. The recently purchased home will be the 59th Carmel in the United States and the first convent of cloistered nuns in the Diocese of Jefferson City.

## COLLEGES AND UNIVERSITIES

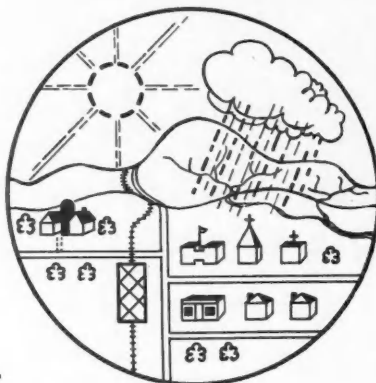
### University Balances the Budget

At the close of the fiscal year (August 31, 1959) St. Louis University showed a balance of \$6,939 as an excess of receipts over expenditures, according to the recent report of the president, Very Rev. Paul C. Reinert, S.J. That was the fifth consecutive year which had a favorable balance.

Here is the way the figures show business in the black: Total expenditures were \$9,596,176 and receipts from general educational and auxiliary operations were

(Continued on page 112)

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## NEWS

(Continued from page 110)

\$8,033,549, leaving a deficit of \$1,562,627 before gifts and contributions. Contributed services, endowment income, and miscellaneous gifts totaled \$1,155,981, and gifts to the Living Endowment Program from alumni, industry, parents, and students totaled \$413,585. The contributed services of the Jesuits were listed at \$436,133.

St. Louis University is engaged in a 10-year \$46,000,000 development program.

### Institute on School Social Work

The second annual institute on school social work was held at Fordham University. A prominent speaker, Dr. William Kvaraceus, professor of education at Bos-

ton University, said that "Most guidance workers have fallen into the soft trap of uniformity and conformity as an ideal toward which all students are to be trained. There is little space or sympathy for digression in the secondary schools today."

### Injustice to Religious Schools

Dr. Francis J. Brown, professor of economics at DePaul University, has instituted a campaign of letters to editors and to congressmen protesting the discrimination against private schools in the education bill recently passed by the U. S. Senate.

### Anti-Communist Affidavit

Very Rev. Comerford J. O'Malley, C.M., president of DePaul University, has issued a statement supporting the anti-Com-

munist affidavit required of students seeking a federal loan. REV. THEODORE M. HESBURGH, C.S.C., president of the University of Notre Dame, has urged that the law requiring the affidavit be repealed.

### A College for Sisters

Marillac College at Normandy, Mo., is conducted by the Daughters of Charity for Sisters of all religious orders. In a recent letter to Mother Catherine Sullivan, D. C., president of the college and national chairman of the Sister Formation Conference, His Eminence, Valerio Cardinal Valeri, prefect of the Sacred Congregation in charge of the affairs of religious, congratulated the Daughters of Charity for their outstanding achievement in providing college classes exclusively for religious.

### College Gets Famed Book

A first edition of the Nuremberg Chronicle, most famous of the late medieval histories has become a part of the library of Notre Dame College, Wilcox, Saskatchewan, Can. The literary treasure was given to the president and founder of the school, Rev. Athol Murray, by his students. The book was written in Latin by Schedel, renowned German historian, and published in 1493. It contains more than 2000 illustrations. The chronicle contains the history of the world to 1492, maps of the cities of Europe at that time, and the names of rulers and important people.

### Georgetown Development Fund

A total of \$2,304,020 has been contributed to the Georgetown University development fund during the past year. This sum, combined with \$2,066,911 contributed for the school's science building, brings the total donations to more than four million dollars. The science building, for which ground will be broken this spring, will cost three million dollars and is the latest in the university's 21 million dollar development program.

### Quincy College Offers Tuition Grants

Rev. Julian Woods, O.F.M., president of Quincy College, Quincy, Ill., has announced a new procedure regarding tuition allowances at the school. The new practice provides that: If two members of the same family attend the college simultaneously as full time students, the tuition charge will be reduced 50 per cent for each. If sons or daughters of full time employees attend as full time students, the tuition rate will be one third of the regular charge. The new practice was effective as of February 1, 1960.

### Visiting Professorship Program

St. Louis University is one of four United States universities chosen to participate in the 1960-61 NATO Visiting Professorship Program. St. Louis is the only Catholic institution in this country to participate this year. The professor who will teach at the school is yet unnamed; he will come from Norway.

### Expanding Colleges

St. Mary's College, St. Mary's Calif., has announced plans to construct a new dormitory for employees. The building, estimated to cost more than \$65,000, will be a one-story, 24-bedroom structure. Construction of another student dormitory is scheduled for 1961. St. Mary's enrolls 781 students and, with the future student housing, will be able to accommodate 1000.

(Continued on page 114)

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## **NEWS**

(Continued from page 112)

♦ A grant of \$100,000 has been received at Fordham University for use in development of the university's education center at the new downtown campus. The grant was made by the James Foundation of New York, Inc. The new seven-and-a-half acre campus will house Fordham schools of law, education, business, social service, and general studies. Construction of the 25 million dollar project is scheduled to begin this spring.

♦ St. Louis University recently received a bequest of \$1,050,000 to add to its building fund. A 40-million dollar campus expansion program is in the planning stages at the university.

♦ St. Catherine's College in St. Paul, Minn., announced recently that it has begun a 10 million dollar, 20-year building program. Five new buildings will be added to the 100 acre campus. They are a library, fine arts building, classroom building, dormitory, and faculty residence. First to be built will be the library, expected to be completed by fall of this year. It will seat 500 students. In addition to the new construction, renovations are planned on three existing buildings and expansion programs are planned for others.

### **Jesuits Note Emerging Nations**

Presidents of 28 Jesuit colleges and universities in the United States have pledged to continue efforts to make their 118,000 students aware of the world's emerging nations and their needs.

In a formal statement, issued after a recent annual meeting held in Boston, the Conference of Jesuit Presidents said:

"The Jesuit colleges are making this awareness practical through more intensive programs in foreign languages and international relations, through increased student and faculty exchanges, and by realizing other opportunities at hand for an organization world wide in its scope as is the Jesuit order." Concern for "valid political aspirations and material needs" of emerging nations is one of three factors that will shape the education of the future. The other two factors and plans for responding to them were given as: (1) Mankind's physical mastery over cosmic forces, seen in plans to put a man on the moon, which will demand of Jesuit higher education continued emphasis on science and mathematics to produce a worthwhile contribution to the national scientific effort. (2) The "severe strain" on America's moral fabric caused by the material advances that have run ahead of man's responsible use of them and the consequent need for colleges to help the national conscience maintain spiritual equilibrium.

As for the strain on morals caused by material advances, the Jesuits commented: "The astonishing conquest of matter, energy, and space give rise to a spiritual bewilderment in which man can lose his sense of purpose. To maintain equilibrium, the school must guard the integrity of the philosophical and humanistic disciplines which make the student aware of his spiritual origin and destiny."

### **The Roman Synod**

The Diocesan Synod of Rome, which opened January 25 and closed on January 31, heard some 770 articles of the synodal constitutions read before an assemblage of prelates and priests with Pope John

(Continued on page 115)



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## NEWS

(Continued from page 114)

XXIII presiding. The constitutions have not yet become law and will not become so until published by decree of the Pope. They constitute a body of regulations to legislate the conduct of priests, religious, and laity in the diocese of the Eternal City and are aimed at giving Rome "the light of sanctity proper to its divine mission." Initial articles of the constitutions state clearly who is obliged to heed them: all Catholics in Rome and all clergy and religious who live in the city. Many of the articles will apply to priests or religious who are in Rome as pilgrims on temporary transit. But in each case it will be clear which provisions apply to visitors.

The articles urge priests, religious, and all those who aspire to the clerical state to "strive to promote in themselves real piety, which can be an example to others, the greatest discipline and fervent zeal for souls." There is a stipulation that every diocesan priest and religious must have a fixed confessor who's name must be recorded with the Rome vicariate in the case of diocesan priests, and with the provincial curia in the case of religious.

Other stipulations contained in the working copy of the proposed regulations of the constitutions include recommendations that: all religious who are not priests should attend Mass daily; priests should say Mass in a fairly loud voice when not forbidden by the rubrics; sermons are not to be longer than 15 minutes; nuns may not beg in streets, squares, or public places.

### SUMMER COURSES, 1960

The following list of summer school courses has been compiled for the information of CATHOLIC SCHOOL JOURNAL readers. The list includes all information available thus far this year to the staff of your JOURNAL. Because of possible schedule or course changes by the colleges, universities, or organizations, the CATHOLIC SCHOOL JOURNAL assumes no responsibility as to the accuracy of the list. Anyone interested in the courses should write directly to the given address.

#### CALIFORNIA

Science Research Associates, San Francisco, Reading Institute for Teachers, August 15-19. Virgil Henry, Science Research Associates, Inc., 259 E. Erie St., Chicago 11, Ill.

Physical Science Training Program, for secondary school students, 6 week course, date unspecified. Dr. Albert Costa, St. Mary's College, St. Mary's, Calif.

#### COLORADO

Science Research Associates, Denver, July 18-22. See California listing for address.

#### ILLINOIS

Science Research Associates, Chicago, July 11-15 & August 1-5. See California listing for address.

Serra School of Theology, a three-summer program, June 20-July 29, Serra Academy, Quincy College, Quincy, Ill.

#### INDIANA

Counseling and Guidance Training Institute, June 20-August 2. University of Notre Dame, Notre Dame, Ind.

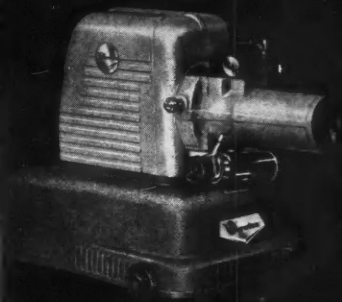
#### MICHIGAN

Science Research Associates, Detroit, June 27-July 1. See California listing for address. Graduate School Masters Degrees, registration: May 21 and 24. Siena Heights College, Adrian, Mich., Att: Sister M. dePaul, O.P.

(Concluded on page 116)



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## NEWS

(Concluded from page 115)

**University of Detroit**, Science Institutes for high-school teachers, June 27-August 5. Dr. Lyle E. Mehlenbacher, University of Detroit, Detroit, Mich.

### MISSOURI

**Science Research Associates**, Kansas City, August 8-12. See California listing for address.

### NEW HAMPSHIRE

**Science Research Associates**, Exeter, August 1-5. See California listing for address.

### NEW MEXICO

**Science Research Associates**, Albuquerque, August 22-26. See California listing for address.

### NEW YORK

**Science Research Associates**, New York, August 1-5. See California listing for address.

### OHIO

**Science Research Associates**, Cincinnati, June 20-24; Cleveland, June 13-17. See California listing for address.

### PENNSYLVANIA

**Science Research Associates**, Philadelphia,

August 8-12. See California listing for address.

### WASHINGTON

**Science Research Associates**, Seattle, August 15-19. See California listing for complete address.

### WASHINGTON, D. C.

**Catholic University of America**, Foreign Language Teaching Workshop, June 10-21. Director of Workshops, the Catholic University of America, Washington 17, D. C. Other workshops to be held on the same dates: College, co-directors: Roy J. Deferrari, Ph.D. and Right Rev. Joseph A. Gorham, M.A., S.T.L.; CCD, director: Sister M. Rose Eileen Masterman, C.S.C., M.A.; Counseling director: Edward C. Stefic, Ph.D.; Nursing, co-directors: Marjorie J. Corrigan, M.A. and Lucille E. Corcoran, M.S.N.E.; Music, director: Richard H. Werder, Ed.D.; Languages, director: Tatiana Fotitch, Ph.D. Regular 1960 Summer Session dates are June 27-August 5, write to: Registrar, The Catholic University of America, Washington 17, D. C., ask for Summer Session Announcement.

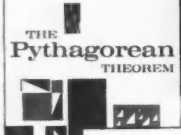
**Science Research Associates**, June 27-July 1 and July 25-29. See California listing for address.

*a major*


## BREAKTHROUGH...

in teaching  
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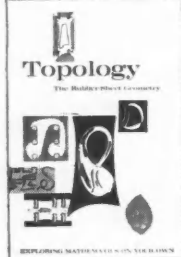
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### Do You Know Who Started School Police?

In the February issue of *Catholic Digest*, Donald J. Giese tells the story of the beginning of school police, or junior traffic officers.

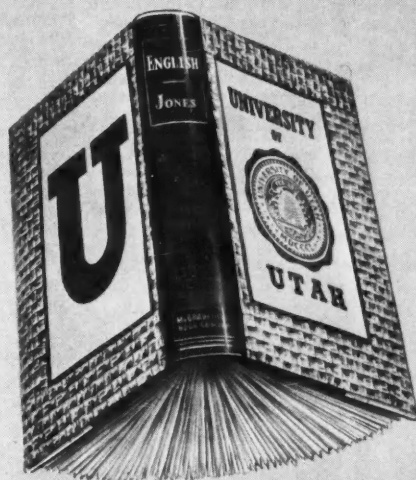
Sister M. Carmela, a Sister of St. Joseph of Carondelet and principal of Cathedral School, St. Paul, Minn., was the chief originator. In 1921, she asked the city commissioner of public safety why older school children couldn't be used to help the younger ones across the street.

Commissioner Smith and a policeman, Frank Hetznecker, who had been trying for months to sell the idea of "school police," but without success, jumped at the suggestion. Patrolman Hetznecker immediately organized 17 students at Cathedral School into the first unit of the St. Paul School Police. Within a year, he had organized 86 units in the schools of St. Paul. The newspapers promoted the idea. The city council made it a misdemeanor for a motorist to disobey a school police officer.

During the first two years of the program not one child was injured by traffic while on his way to or from school in St. Paul. The headline "Child Killed by Car at School Crossing" disappeared from the newspapers.

The program is still in successful operation, financed by private funds raised by civic organizations. There is an annual picnic for the junior police. Last year 5200 active and past officers attended.

Sister Carmela, now 84 years old, living at Bethany Home for aged nuns in St. Paul, has received numerous awards and citations for her part in the program. Mr. Hetznecker, now 69 years old, still is actively interested in the work of the school police patrol.



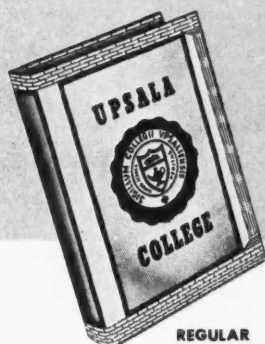
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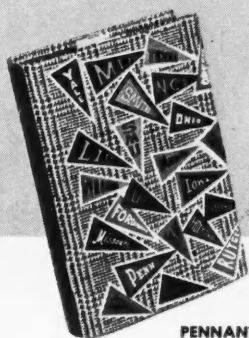
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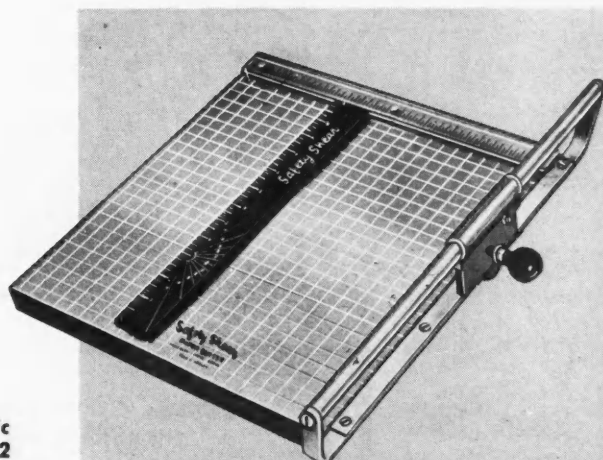
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## New Books

(Continued from page 101)

### Literary Types and Themes

By McNamee, Cronin, and Rogers. Cloth, 709 pp., \$6.50. Rinehart & Co., New York 16, N. Y.

In accord with several modern trends in the teaching of college survey courses in

literature, *Literary Types and Themes* breaks away from the traditional historically based organization and arranges its material according to the two norms expressed in the title. The book has 16 units, an appendix, and a good index.

The units are: (1) Fiction-Critical Essays (16 pp.); (2) Short Stories (98 pp.); (3) Ballads, Spirituals, and Narrative Poetry (66 pp.); (4) The Novelette (60 pp.); (5) Essays on America (39 pp.); (6) The Novel (10 pp.); (7) Dramatic Poetry (14 pp.); (8) Drama—Critical Essays (28 pp.); (9) Modern Plays (109 pp.); (10) Humor and Satire (76 pp.); (11) Poetry—Critical Essays (17 pp.); (12) Lyric Poems Arranged by Type (38 pp.); (13) Impressionistic and Descriptive Poetry (70 pp.); (14) Lyric Poems Ar-

anged Topically (52 pp.); (15) Variations on a Theme (10 pp.); (16) Poems: Some Good, Some Bad, Some Indifferent (20 pp.). Appendix: Sample Analysis of Short Stories (15 pp.); Sample Analysis of a Novelette (2 pp.); Some notes on Poetry (13 pp.); Sample Analysis of Poems (8 pp.).

The editors argue that the historical approach loses most students in the early weeks of the course with its emphasis on Anglo-Saxon and Middle English selections. They, however, begin with the proximate and declare their purpose to move toward the less familiar. Although their approach is theoretically good and without a doubt will catch the interest of the students more than some of the other survey books on the market, *Literary Types and Themes* has some rather crucial weak points that, in this reviewer's opinion, overbalance its good points.

Number one, despite their promise to "move back to the literature of earlier periods," the editors fail to give the pre-1800 literature a fair share of the space. Almost three out of four of the titles are from nineteenth- and twentieth-century authors. In fact, two chapters—"Short Stories" and "Modern Plays"—comprise 200 of the 700 pages of the book. In the reviewer's opinion this is gross disproportion.

Number two, there is very little attempt to place the writing in its historical perspective. Even if one concedes that the historical sequence of presentation is not effective pedagogically, still to strip all the historical aspects from our literature has two evil effects. First, the historical milieu of the author and the work are often necessary for the complete enjoyment and understanding of a piece of literature. How can one appreciate the brilliance of "Absalom and Achitophel" or "A Modest Proposal," for instance, without some knowledge of the historical situation out of which these two works grew? Second, comparison and contrast—two prime tools of the critic—could effectively be employed in relating the styles and themes of one period to those of another. By preventing the use of these tools, the author limits sharply one of the best pedagogical devices.

Number three, the book throws too much burden on the teacher by having little background material on movements and practically no information about the writers. True, the work itself is the important thing, but what some critics fail to see in erecting a complete dichotomy between the work and the author—*milieu* that gave it birth is that the full appreciation of the work depends on many things among which are the reader's knowledge of the author and his times. Furthermore, the reviewer believes that a survey course should not simply be a reading course or an appreciation course. It must also equip the student with the factual information about movements and authors that will fill out his education. *Literary Types and Themes* neglects to do this, throwing the burden back on the harassed teacher, who is probably already overburdened by 40-80 students.

Last, large and important and extremely interesting sections of our literary heritage are completely overlooked. There is none of the classical historical writings by men like Macaulay or Carlyle. There is none of the great biographical works like those written of Johnson by Boswell. Samples of the autobiographical writings of Jonathan Edwards, Pepys, Evelyn, Franklin, and others are not included. The classical critical writers are forgotten—Dryden,

(Continued on page 120)

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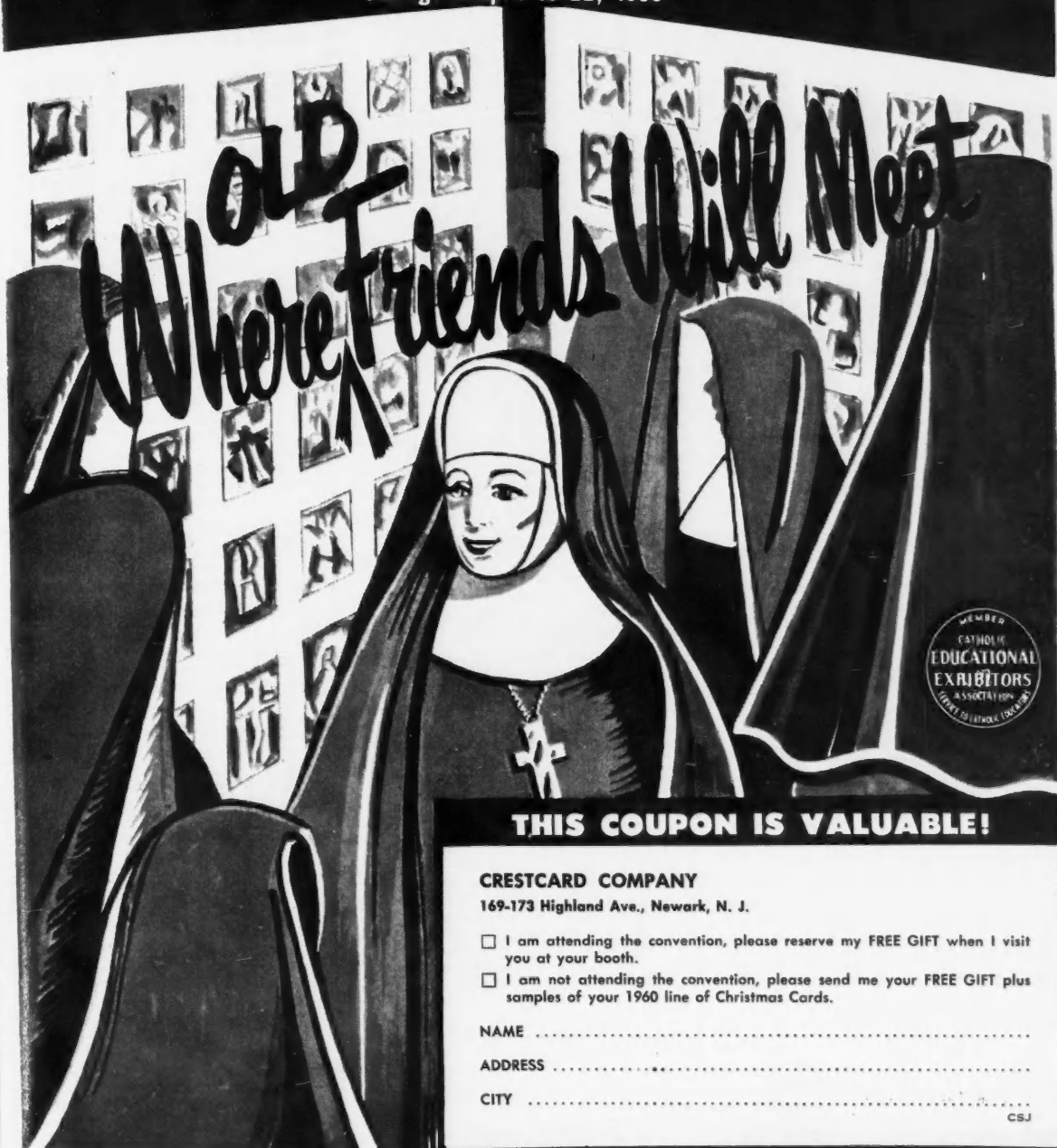
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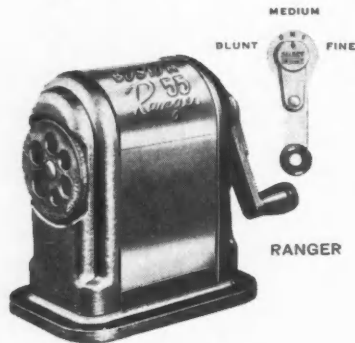
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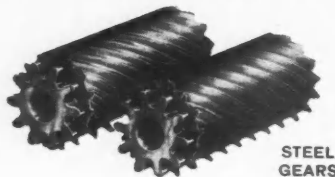
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## New Books

(Continued from page 118)

Johnson, and Arnold. The *Beowulf*, Ben Jonson, and Newman, to pick three diverse subjects, are not represented. All this is left out while there are 98 pages of short stories, 109 pages of modern plays, 70 pages of impressionistic and descriptive poetry, and 90 pages of lyric poetry. If there's a place for Ciardi, I think Coleridge deserves a place. If Paddy Chayefsky is included, why not Thomas Carlyle—if Jacques Barzun, why not Sam Johnson?

No one can deny the validity of the editors' approach to teaching literature; no one can deny that in what they have selected they have done admirably; but by what they left out the editors have created a very serious void that will cause students to miss some of the most important and interesting facets of our great literary heritage. — Bruno B. Wolff, Jr.

### Sailor Jack

By Selma and Jack Wasserman. Cloth, 48 pp., \$1.60. Benefic Press, Chicago 39, Ill.

This fast moving and humorous primer has a log of modern appeal. It is the story of a young sailor who gets on an atomic submarine the hard way. The action emphasizes the peacetime value of our navy in its research program. Bluebell is Jack's companion—a zany parrot who always gets in trouble and adds humor to the story. — Bruno B. Wolff, Jr.

### Sailor Jack and Bluebell

By Selma and Jack Wassermann. Cloth, 64 pp., \$1.68. Benefic Press, Chicago 39, Ill.

This book is a continuation of the Sailor Jack series. Its reading level is primer and its interest level extends to Grade 3. Bluebell, the parrot, runs into an admiral's wrath when she frightens a visiting Washington VIP into the water. Jack saves the VIP, and Bluebell redeems herself later in fine style. The story is very up-to-date and interesting in its information on the atomic submarine. It also has humor and plenty of action. — Bruno B. Wolff, Jr.

### Armorer of the Confederacy: Stephen Mallory

By Joseph T. Durkin, S.J. Cloth, 186 pp., \$2. Benziger Bros., Inc., New York 8, N. Y.

Stephen Mallory, born in 1812 or 1813, was elected Senator from Florida in 1853. He became interested in the Navy, and was appointed chairman of the Senate Naval Committee. Mallory did a great deal for the improvement of the U. S. Navy. In 1861 he left the Senate to go with his State, which had seceded, and became head of the Confederate Navy Department. How he built a fairly effective navy out of practically nothing is the burden of his story. A Catholic, a man of integrity and character, Mallory's life as told by Father Durkin makes a fine story for young Catholic Americans. Father Durkin knows Mallory, and he knows the Civil War, and is able to make both live for his reader. — Aloysius Croft.

### Starting and Managing a Small Business of Your Own

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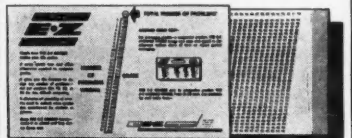
(Continued on page 121)

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## New Books

(Continued from page 120)

### The Thunder Maker: General Thomas Meagher

By William M. Lamers. Cloth, 158 pp., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

This book should be read by all pupils who are studying the Civil War. It will teach more than history textbooks, because history is much more a factual story than a collection of cold facts. The achievements of the "Fighting 69th" are presented together with a fair and just delineation of the North-South war diplomacy.

The historical facts are placed in so colorful a setting, with sufficient exciting situations, that the young reader is eager to pursue the book to the finish.

The documentation shows detailed research and selection.

Very Yttri has done a nice piece of work with fitting illustrations. Recommended for grades 6-7-8 and upwards — *Sister Marie Mildred, Emmanuel College, Boston, Mass.*

### Alfred of Wessex

By Frank Morris. Cloth, 153 pp., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

So sparse has been information for young readers, regarding the early history of the Isle of Britain, especially of the Heptarchy, that this book can prove a real treasure for the middle grades.

Especially valuable is the detailed account of the struggle to keep alive the seed of the Faith on the British Isles—a fact, even more to be emphasized since its loss from the sixteenth century.

The author brings his same attractive techniques and power to interest, as he has done in his two earlier Catholic Treasury Books.

A map of the ninth-century Britain, would have added to the value of the book. The illustrations are very well adapted to the story, as is the vivid book jacket. Recommended for grades 5 and upward. — *Sister Marie Mildred, Emmanuel College, Boston, Mass.*

### Foundations and Principles of Physical Education

By Natalie Marie Schephard. 352 pp., \$5. The Ronald Press Co., New York 10, N. Y.

This book describes the place and significance of physical education in American Education and is intended especially for prospective teachers and directors of physical education. It contains a brief history of physical education and athletics. It emphasizes the relation of principles to programs and procedure in the area of curriculum, instruction, administration, and evaluation, and it emphasizes, too, the play element in education.

### Poker Dog

By Sarah Desman. Cloth, 64 pp., \$1.44. Benefic Press, Chicago 39, Ill.

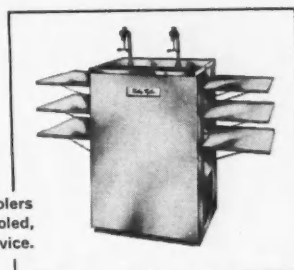
In this *Easy-to-Read* book, children will learn something about the care and the varieties of breed, when Poker Dog goes to the hospital for treatment.

The delightful illustrations will add to the enjoyment of reading this book. Reading Level: grade one; Interest Level: grades one to three.

(Concluded on page 122)



**NOONTIME, U.S.A.** The clock strikes twelve—all America steps out to lunch. In company cafeterias employees have a welcome chance to relax and associate with other fellow members. Halsey Taylor is in this picture—has been for years—with modern cafeteria coolers that speed service and provide health-safe drinking water. Plant and management know that whether it's a cooler or a fountain, if it's Taylor-made it's always dependable! *The Halsey W. Taylor Co., Warren, Ohio.*



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240

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## New Books

(Concluded from page 121)

### Frontier Bishop: Simon Gabriel Bruté

By Riley Hughes. Cloth, 157 pp., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

This is excellent writing and a splendid delineation of the French Revolution, inasmuch as just sufficient history forms the background of the story to reveal conditions, especially as regards the Catholic Church in that period.

Before giving the book to a young reader, a brief explanation of the history of the French Revolution should be given, or he will not fully understand the story.

Graphically drawn incidents, continuous minor climaxes, contribute to hold in suspense the young reader's attention from beginning to end. The conversation flows easily and the story is not so overloaded, that it obscures the real story of the Bishop's life and his work with souls.

The book is adequately illustrated and enriches the story. It is recommended for readers of grades 5, 6, and upward. Good adult reading also! — *Sister Marie Mildred, Emmanuel College, Boston, Mass.*

### Desert Padre: Eusebio Francisco Kino

By John Thayer. Cloth, 159 pp., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

The title is appropriate; the book jacket is quite apt. The maps are excellent and the illustrations most effective.

This book is well written and gives evidence of painstaking research. The vocabulary is simple enough, but I think that the narrative, with some of its ramifications, can reach only the level of a mature child in grades 11 or 12.

The historical background is so vividly drawn that this book can prove a valuable aid in the study of Californian and Mexican history. In that case, a child in grade 8 who is a serious reader, can enjoy it. Recommended for advanced readers in grades 7 and 8 and upward. — *Sister Marie Mildred, Emmanuel College, Boston, Mass.*

### Physics in Your High School

By William C. Kelly, director of education projects at the American Institute of Physics (335 East 45th St., New York 17, N. Y.), 136 pp. Published by McGraw-Hill Book Co. (330 West 42nd St., New York 36, N. Y.).

According to the announcement of the American Institute of Physics, "It is directed primarily to school board members and others who have an over-all responsibility for the provision of good teachers and facilities and thus for the better science preparation of the young people of America."

### Program on the Mass

A kit of materials for study and demonstration of the Mass, prepared by skilled teachers, for promoting the required lay participation and understanding necessary to carry out the wishes of the Holy See.

You can get a copy of the Kit for \$3 from the National Council of Catholic Men, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

### Shad of the Circle "C" Ranch

By Anne Gustafson. Cloth, 96 pp., \$1.60. Benefic Press, Chicago 39, Ill.

Shad is a young boy who lives on a ranch. The story presents a good picture of ranch life, and shows the contrast to other types of farm life. The illustrations are good, some of them from actual photographs.

### Kites

Written and illustrated by Larry Kettlekamp. Cloth, 48 pp., \$2.75. William Morrow & Co., Inc., New York 16, N. Y., 1959.

An explanation of kites, the kinds of kites, and uses for kites. Many illustrations and diagrams in color make the kite-building projects easy to follow.

### Vocational and Professional Monographs

A series of pamphlets each dealing with one vocation or profession and its career opportunities. Each pamphlet \$1, with discounts for quantity. Bellman Publishing Co., Cambridge 38, Mass.

The pamphlet at hand is *Instrument and Control Engineering*, by Lloyd E. Slater. Other pamphlets deal with *Accountancy*, *Aircraft Industry*, *American Motor Transport Industry*, *American Railway Industry*, *Anti-Friction Bearing Industry*, *Canning Industry*, *Chemistry as a Profession*, *Coal Industry*, *Iron and Steel Industry*, *Metallurgy*, *Petroleum Engineering*, *Scientific Instrument Industry*, *Soap and Detergent Industry*, *Tool and Dye Industry*.

### David

By Eva K. Betz. Boards, 60 pp., \$2. Sheed and Ward, New York, N. Y.

This latest addition to the "Patron Saint Books" tells the life history of the great saint, David of Wales (A.D. 500-589), founder and first bishop of Menevia. Incidents in the life of King David of Israel are woven in as natural digressions from the main thread of the story. The illustrations are particularly appropriate and beautiful.



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123

# Know How, When to Praise

By Sara Deerin

■ For three weeks Robert, a new arrival in the sixth grade, had been testing his teacher's qualifications for her position by throwing spitballs about the room when the opportunity presented

itself, by pushing and poking other boys in line when the teacher was not looking, and by annoying boys and girls who sat near him by his continual whispering, passing notes, and showing his pocket

treasures. But, on the following Friday something happened.

For the first time, Robert went voluntarily to the auditorium where a group of about 25 boys and girls from the school of about three hundred, who loved music and loved to play it, gathered once a month to play a piece for each other and for the principal. When Robert's turn came, he walked to the stage, up the steps, seated himself at the piano, and played—played a difficult piece of classical music with feeling and skill. From the time Robert's fingers had touched the keys of the first few bars of music until the end, the other children held almost motionless positions, watching with surprise and admiration, although there were four or five among them who played unusually well for children. And at the close several of them burst out with expressions of approval and praise, which Robert accepted, believe it or not, with modesty.

## Honest Praise Is Wholesome

After the others had left the auditorium, the principal asked Robert if he would play the piece for his classroom teacher. "Yes," he answered, quietly and a little shyly. Robert sat down again and played. And now, for the first time his teacher who had previously complained of Robert's behavior and work habits, could praise the boy for something.

During the conversation which followed between teacher and pupil, Robert disclosed that he had taken lessons for about four years, first from his mother and later from a man in a large near-by city, and that his ambition was to become a concert pianist. From that day a change started in this talented boy of eleven. The praise of schoolmates, teacher, and principal had accomplished the results which the teacher had desired and had decided must come soon. Both children and teachers now drew nearer to Robert.

The boy's efforts at his schoolwork improved. He worked without much fooling. His behavior became compatible with his highly intelligent mind and his attitudes toward his schoolwork and school life changed.

As praise, naturally and honestly given to a boy who deserved it for his development of his God-given talent, helped to adjust his sensitive self to his school world, so can praise help others, even those not talented or gifted.

Therefore, parents and teachers should

(Continued on page 126)

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## HOW AND WHEN TO PRAISE

(Continued from page 124)

watch for opportunities to give praise. They should do everything they can to set the stage for a joyful day for the child, and, if possible, find something, no matter how minute, for their verbal approval. The thing need not be important and it will take little of their time. They might say, "I like your dress. Your shirt looks nice. You look so clean. You're right on time this morning. Your paper is neat. Your writing is improving. You're keeping busy." Any such praise will help a child.

### Praise With Good Judgment

But praise can be wrongly used with an intelligent child, thus giving him a false set of values, particularly of his own importance. His ego may become so badly inflated that he makes trouble both at home and at school, thus failing to adapt and co-operate in a world of work and play with others.

Such was Robert. For seven years he had been the only child in his home until a baby sister arrived. Already spoiled by a maternal grandmother and a maiden aunt, who lived near by, he now became worse. One day, anxious about a sudden loss of weight, the mother questioned Robert and discovered, to her surprise, that for several days the boy had hidden his prepared breakfast in kitchen closets and drawers. In its place, he had prepared for himself a breakfast of slices of bread topped with catsup. At other times, when scolded for lying and disobedience, as leaving the yard when forbidden, or neglecting home tasks, as keeping the floor of his room free of his clothing, he watched a chance to sneak down to his grandmother's, his refuge for sympathy and consolation.

In school he would not concentrate and apply himself to his work, he interfered with the progress of the other children by his continual whispering, and he was noisy and saucy in the school bus. Because, previous to his entrance to kindergarten, Robert had never been taught to conform, when advisable, and to co-operate, he made life miserable for those trying to guide him. He craved praise and special favor, but he refused to earn them. He quarreled with his schoolmates whom he at

(Continued on page 127)

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## HOW AND WHEN TO PRAISE

(Continued from page 126)

times hugged, and at other times fought. He was a product of wrong praise and misguided home training, all of which came with good intentions. He lacked firm, friendly, consistent management during all his waking hours to change his attitudes and habits.

### A Happy Mother and Child

Praise need not be verbal. It can be a smile, a nod of the head, a pat on the cheek. Often a smile of approval can carry with it more power and influence than words. And the expression in a mother's eyes as she looks approvingly at her child, is an emotional force for good in the life of the child. With the unselfish love of harmonious parents a child can feel unspoken praise.

One day as I rode a bus I saw on the long seat opposite a mother and her daughter of about five. Each was straight, stiff, still. As I looked from one face to the other I saw a close resemblance. Both faces had mouths whose corners turned down. No glances or conversation passed between them. I smiled at the child, but received no smile in return. About ten minutes later a second mother and child got on, and sat near by in a seat facing forward. Neither was as well dressed as the first mother and daughter. And as the car was crowded, this mother sat her child of about four upon her lap. The two faces were calm and happy. After sitting for a few moments, the mother reached to the left of the child's head, and implanted a quick kiss upon the little cheek. The sweet face, without turning, took on, about the eyes, a glow of satisfaction, as if to say, "I know you love me. I love you, too." Neither had spoken a word, but the simple, loving act of the mother, apparently unconscious of the other people in the bus, was refreshing, and in contrast to the first mother.

Honest praise encourages the child to increased effort. It gives joy and awakens ambitions. It stimulates thoughts and stirs creative abilities. It acts as a tonic to the discouraged.

How much straighter than usual is the boy who receives a pleasant, "Thank you," after drawing back a chair at the dinner table for a guest or a member of the household, or who allows a

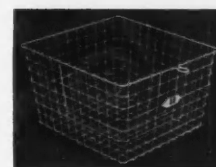
(Continued on page 128)

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## HOW AND WHEN TO PRAISE

(Continued from page 127)

woman or a girl to enter a bus or a doorway ahead of him. Such acknowledgement of a courtesy increases his self-confidence and assurance.

### A Thoughtful Reward

As a reward for something unusually well done, the parent could give the child a treat in the form of a trip to a place where he can gain knowledge and, at the same time, have fun. This is a

form of praise. The child could choose a friend to go along. This would be a good opportunity for the parent to observe the child in the company of another, and for the child to learn to share his pleasures with his friends.

Here is what one thoughtful mother did. A neighbor had invited her daughter Susan to be the guest of the neighbor's children for the day. So Johnny's mother said to him, "You were so helpful to me when your sister Susan was ill, that I'll take you and three other boys to the museum (in a large near-by

city) today, if you want to go."

"Do I want to go? Why, Mom, that's great."

And when Johnny invited his friends, he heard over the telephone such remarks as, "Great. I'll be right over. We'll have fun."

Riding home in the car, after three hours spent at the museum, Johnny enjoyed his friends' comments, "Your mother's nice. I wish my mother'd do things like this. We had fun. I'll invite you some place, Johnny."

Johnny appreciated his mother's thoughtfulness and kindness, and so did his friends. The mother, tired from the noise and confusion of four happy boys, enjoyed a sense of satisfaction, knowing that she was intelligently guiding the development of her son.

### One Parental Mistake

Parents should beware of setting the standard for individual excellence too high. It should be high enough so that they can praise the child for his accomplishments, and not so that he never receives approval. Slowly and steadily parents should raise the standard as the child's abilities permit, watching the child and being guided by his behavior.

Barbara, a girl of average mental ability, was nagged and scolded, because an average mark in subject-matter achievement was the best she could get. But her record hurt the pride of her parents. And they had no other children who might have eased their self-initiated disgrace.

During a conference the mother said to the child's teacher, "Barbara can do better, if she puts her mind to it. Can't you make her?"

The teacher assured the mother that she thought Barbara was doing as well as she could.

"Don't you really think she could do better?" asked the mother in surprise.

"No, I don't think so. She acts tired and worried," was the answer.

"I don't understand that. She has everything she wants," said the mother.

The teacher then proceeded to try to convince the mother that the latter had been overanxious about the child's schoolwork, and that if all home pressure were removed the child's disposition and schoolwork would improve. As the discussion went on, the mother said, "I hadn't realized the conditions, but I'll try hard to follow your suggestions."

The teacher said, "Good. Enjoy

(Concluded on page 134)



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## An Open Letter to Teachers

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**E**VERY WEEK the New York Philharmonic does play in almost every town across America, over CBS Radio. No one has to stir from home. No one has to buy a ticket. A radio is your front seat.

This is just one of many programs on CBS Radio that make a deliberate effort to bring your community cultural, informative, educational and, just as important, entertaining events that waken your students to new ideas and great occasions, that teach them that the arts are for enjoying, that learning is for living, and show them that the work you do in class extends far beyond the school-room blackboard.

Every week your students can attend the concerts of the magnificent Cleveland Symphony under the direction of George Szell. They can enjoy a weekly performance of the Metropolitan Opera during its season. So many young people have learned from these broadcasts that "Faust" and "Carmen" are exciting stories; that opera singers have as much to offer them as popular singers, that intermission features like Clifton Fadiman's interviews or Edward Downes' "Opera Quiz" are great fun. Have you told them how fascinating such worthwhile programs are?

Has it occurred to you to tie in "The Hidden Revolution" series with discussions in current events and social sciences and government? Last year this series won the Peabody Award for outstanding public service. The subject is the changes and upheavals taking place in the world today. History before it's history! History while it's still a news

story! Edward R. Murrow and Howard K. Smith narrate these programs. Your pupils will get to know men like Vice President Richard M. Nixon, playwright Archibald MacLeish, Dr. Clyde Kluckhohn, Professor of Anthropology at Harvard.

Do your students know how fascinating news can be when they hear it from a man like Lowell Thomas? He has been a cow puncher, gold miner, college professor, newspaper reporter, editor, historian, lecturer, author of more than 45 books. His gift is an incomparable one. By telling the big, important stories colorfully and concisely, he makes them real and memorable.

Have you alerted your class to the fact that twice each day they can travel to the remote corners of the globe and get the news firsthand from the finest news reporters in the world—the CBS News correspondents? The programs are "World News Roundup" and "The World Tonight." And top newsmen like Eric Sevareid, David Schoenbrun, Daniel Schorr and Winston Burdett tell the story directly from the scene.

In your classwork in government or history have you suggested that your students listen to "Capitol Cloakroom," and "The Leading Question," broadcast each week on the CBS Radio Network? They'll meet national leaders, get to know their personalities and attitudes, get familiar with important public affairs as they take shape. Fine learning tool for future statesmen!

Is your class aware that by listening to "Face The Nation" on CBS Radio they can hear, firsthand, opinions of world figures, as informed reporters question them? Great inspiration for future journalists, and voters!

Do your students know what they are missing by not hearing "Invitation To Learning"? Recently critic Alfred Kazin discussed Mark Twain's "Life on the Mississippi." Every week a well-known authority gives a new breath of life to an important literary work.

**D**O YOU REALIZE how many CBS Radio programs are worthy of being made assignments for classroom discussion? Make it a habit to glance at your local daily radio schedules. For just to point out to the boys and girls who sit before you every day the opportunities they may be missing right in their own homes, just to hint that they might actually enjoy "Aida" or Haydn's "Surprise" Symphony or a special news program might be opening a career, planting an ambition, enlarging life for them.

Not to open young minds to what lies so close at hand, so eager for use, so ready to serve, so worthwhile, might be to miss one of the great challenges of teaching. For what better way can we stir these young minds to think, to learn by doing, than by suggesting they use their time for something stimulating and constructive, that is theirs simply for the turning of a little knob.

If today radio stopped bringing such events to your town, if the New York Philharmonic no longer brought Beethoven, if "World News Roundup" no longer took you to Algiers and Tokyo, if the Metropolitan Opera performed only for New Yorkers, if intelligent worldwide news programs gave way to sensational headline flashes, if the only music available were rock 'n' roll recordings, then you and your community would be striving to improve the quality of radio. Fortunately CBS Radio constantly strives to bring you educational, informative, cultural programs that assure your town the finest broadcasting fare.

**I**T IS YOU, by your interest, who control the quality of programming that is brought to your students, the men and women of tomorrow. Suppose, by your lack of enthusiasm, these wonderful things were no longer available, waiting to be heard. Wouldn't you as a teacher make every effort to bring them back? —CBS Radio Network

# Let's Conserve Our Teachers

By Sister Elise Marie, C.S.J.

College of St. Catherine, St. Paul 5, Minn.

■ Gradually over the years more and more assignments have been added to the teacher's schedule. As these encroached on the teacher's 24-hour day,


they left an ever diminishing time allotment for professional preparation and human living. Little account has been taken of the physical pressures and the

ensuing mental fatigue that are the by-product of large classes and constant association with teen-agers. While teachers have known for some time that Johnny cannot read or write proficiently, they also know that skill in writing, for example, is developed by writing, and that unanalyzed papers and unreturned papers are an insult to Johnny as well as a violation of the teacher's professional integrity. Reading 35 or 40 papers from what is one class on the administrative record takes twice as much out-of-school time as reading the papers of a class of 25. It is to these work hours that the attention of the public should be directed, for they are no small part of the teacher problem. As teachers struggle with the weight of the teaching load, the length of the teaching day, the number of the nonteaching demands on their time, and the teaching demands on their out-of-school time, they adjust to the problem by requiring fewer papers. Thus they sacrifice practice in acquiring a skill as well as an unique opportunity for guidance which is much more effective than those neatly appointed periods that punctuate a teacher's day and consume his time and energy.

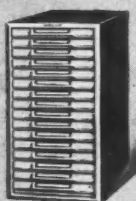

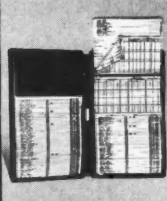
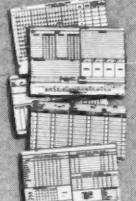
## Too Many Chores

With the emphasis as it is on administrative convenience, both the teachers and the students suffer. The teachers who thought the school was an institution of learning and a place of contact of mind with mind through the medium of suitable books find themselves immersed in records, charts, statistics, and just plain jobs. As the teachers, who spent long hours in sound professional training, collect and distribute for P.T.A.'s and mothers' clubs, they also serve on committees, sponsor activities, supervise, and police gatherings. To the prospective teacher this is not attractive; to one in the profession this does not incite enthusiasm. The time has come to re-appraise the teaching profession and to re-orientate the public thinking in its regard. With thought and planning, clerical and nonprofessional help may be used to relieve the teachers—to give them an opportunity to teach.

If it is teachers we want in our classrooms, then we must ponder two ideas. The first of these is that teachers are human beings who have a tremendous task to do—to enkindle with their



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(Continued on page 132)

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National Gym Suits are guaranteed to be made of high quality fabrics — colorfast to sun and laundry; designed for perfect fit; tailored true to size.

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The Esterbrook Pen Co., CAMDEN 1, N. J.  
A PRODUCT OF EXEC MFG. CORP., N. Y. C.

## CONSERVE TEACHERS

(Continued from page 130)

enthusiasm and knowledge the spark that will send our boys and girls searching the heavens and the earth. I submit here that it is better to maintain the student-teacher distance. As one high school girl so aptly put it, "I don't want my mother to be my pal; I have girl friends who can be that. I want her to be my mother... a woman who is older and wiser than I am... who loves me in a different way." The point holds with teachers. Teachers should not have to assume so many relationships with their students. They should not have to perfect cafeterias, sell lunch tickets, eat lunch with the students they have just been teaching. In this guidance epidemic that has swept the educational city, the school has moved in to take over the functions of the finishing school, the home, and the county office to the detriment of its own legitimate function.

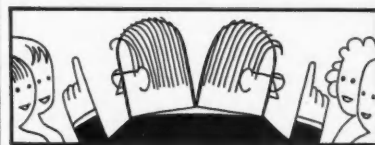
### Too Much Teaching

When the January 1959, *Bulletin of the National Association of Secondary School Principals* discussed the problem of teacher shortage, it touched upon my second idea which is that teachers would give better service to young people if they had fewer hours of physical contact with them. Seven or eight hours of student-teacher relationship with the adolescent in numbers of thirty to forty every hour is too much. The prevailing schedule of five instruction periods, plus home-room periods, plus prefecting period, plus an extracurricular activity dehumanizes the teachers who live under it. Surely one way to encourage people to enter and to remain in the profession is to give teachers a sense of satisfaction and joy in their work. Better teaching would come with lighter schedules. Better teaching would result, too, from the practice of giving an occasional free-from-students day to the teachers so that they could explore the resources of the library and the community in view of bringing fresh materials and approaches to their work. It is unrealistic to expect creative teaching from teachers unless provision is made for that which fosters creativity. Chicago's dynamic Doctor Daniel Posin, the first university professor to move from E.T.V. to a regular program on

(Concluded on page 134)

## reel TRIUMPHS

**TLC**... Tender, loving care from a tape recorder? It isn't unheard of. One boy approached learning with fear and hesitation because the idea had been drummed into him that his oral reading was poor. A school social worker, realizing that his reading was not really deficient, had him record a story. When he heard it played back, he gained some of the reassurance that comes from warm, gentle guidance.



**CROWD**... Teachers with overloaded classes have solved some of their problems with a two-platoon system involving tape recorders. They record questions for a quiz or routine instruction and play the tape for one section of the class while giving close attention to another section.

**TOUGH JOB**... Few jobs in education are easy, and tapes used for instruction must be as durable as the teachers who use them. New "SCOTCH" BRAND No. 311 Tape with TENZAR backing is extra-tough. It's designed to withstand abuse resulting from constant handling—can be erased and re-recorded time and again on any kind of recorder.

**BLANK**... Lower grade teachers can ease their fear of pupils forgetting lines in plays and assemblies by using tape. The children pre-record the lines, which are played on the PA system during the performance. Pupils simply act out their roles, mouthing the words.

**FREE**... 99 Tape Recording Terms, an interesting, descriptive booklet, is yours free by writing Magnetic Products Division, Dept. MCE-40, 3M Company, 900 Bush Ave., St. Paul 6, Minn.

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... WHERE RESEARCH IS THE KEY TO TOMORROW

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## How we acquired

# Our Library

By Mrs. S. Verbos

Chairman of the Library, St. Mary's School,  
Steelton, Pa.

Our library was begun in 1952 by the Parent-Teacher Club of the Blessed Virgin Mary School, Steelton, Pa. The parents made the bookcases, donated books, and held two book fairs to get more books. However, in 1958, Sister M. Eugene, Ad.P.P.S., the principal, and several of the mothers decided that much more must be done to encourage the children to use the library.

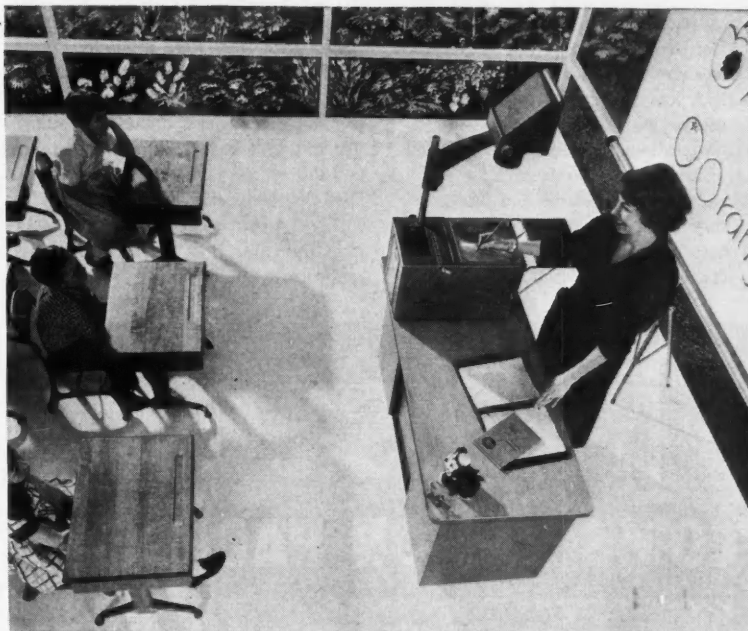
The first step in vitalizing the library was to move it to a room near the main entrance of the school. The women painted the walls and the small bookcases a soft blue. They varnished the larger bookcases and covered the blackboard with pegboard for displaying announcements, pictures, bulletins, etc. They hung draperies at the windows and brought plants from home to make the room cheery and pleasant.

The books presented the real challenge to the mothers. We knew how to mend clothes and to cook, but not how to catalog a library. Sister James Marie, librarian at St. Joseph's Academy, recommended books to help us. At the Harrisburg Public Library one of the mothers learned how to mend books, and we discovered that covers could be cleaned with vinegar water. In addition to the mechanics of library work, we learned enough about practices and procedures so that each class could spend an hour a week in the library with a mother in charge. Reference books were made available after school.

One of the activities of the past year was a book fair with the theme "A Wonderful World of Books." As a happy result, we added more than 500 new books to our library—including 75 assorted readers for first, second, and third grades. The mothers, wise to the use of slipcovers, put plastic covers on the new and the old books.

During the summer the library was open one afternoon a week, when the youngsters came on bicycles, bringing their dolls to their library. Next summer, we plan to give small awards to those who read more than ten books.

## Even in classrooms sunshine bright...



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This revolutionary new overhead projector, by American Optical Company, was developed around a powerful 1000 watt light source to give you the brightest... biggest projected screen image you've ever seen. Even the extreme corners are sharp and clear because a specially designed Fresnel lens affords perfectly balanced illumination to every square inch of screen area.

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IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A, Toronto, Ontario

## HOW AND WHEN TO PRAISE

(Concluded from page 128)

Barbara. Then you'll be happier, and so will she."

After several weeks a change for the better showed itself in both mother and child. A less worried and more relaxed expression was on each face—proof that suggestions had been followed, and that Barbara was receiving less blame and more encouragement and praise.

Every child should be taught to do his best everywhere, under all circumstances. Only his best should be accept-

able to him or to others, even though that best is poor. The goal should be perfection at the child's level. Robert and Barbara did poor schoolwork because their native abilities and home environments prevented greater achievements than they were attaining.

Just as praise of Robert's piano playing (he later became pianist of the elementary school's orchestra) quickly elevated him in the estimation of teachers and schoolmates, and made clear to him that teachers were his friends, so can praise start some children out in the right direction, thus accomplishing what reprimands fail to do.

## CONSERVE TEACHERS

(Concluded from page 132)

commercial TV, has this to say: "The telling time is in high school. It is the high school that will kill or make this enthusiasm (for learning). We ought to be generous to high school teachers. I know I cannot teach superbly five hours in a row. I tried three hours once and the last hour was more glaring than sparkling. We should let high school teachers teach only three hours a day. Let someone else grade the papers—not the vital ones, but the review quizzes, maybe—and let the teachers have more time—to think, maybe! You know the best physicists sometimes do nothing for hours. We should understand. We should say, 'Joe is dreaming; leave him alone.' Then one night when he should be sleeping, Joe jumps up with a great idea."<sup>1</sup>

### Teaching Is a Profession

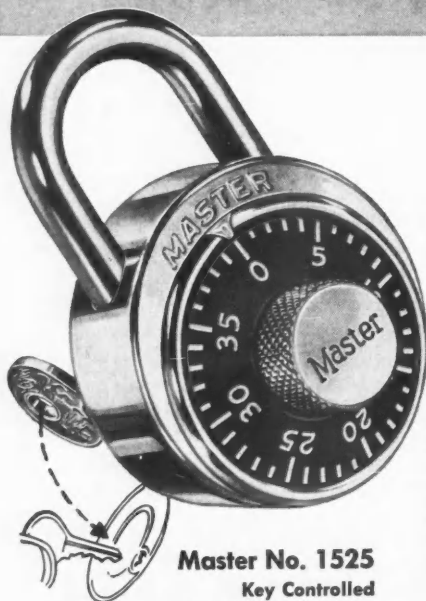
The American public ought to realize that teaching is an important profession which affects every American. It should be concerned about the teachers of its schools, for they are the pivots from which our boys and girls will take direction. While there will may be need to encourage college students to enter the profession and to recruit teachers from housewives and homemakers, the gravest need of all is to use well the teachers who are in the profession. When a natural resource is depleted, the nation starts a conservation program. This applies to human resources too. Why not conserve teachers?

<sup>1</sup>Betty Provender, "Space Man," *Today*, Mar., 1959.

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## COMBINATION PADLOCKS

give you 5 important advantages!



- 1 BETTER PROTECTION
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### Symposium on Desegregation

A quarterly law review edited and published by the students of the Notre Dame Law School. \$5 per year. Single copies \$1.50. Address: Notre Dame Lawyer, Box 586, Notre Dame, Ind.

The Symposium Number (Vol. XXXIV, No. 5), presents the discussion of the enforcement of desegregation in the public schools at a symposium conducted by the school of law of the University of Notre Dame. Father Hesburgh, president of the university, opened the symposium. His introduction was followed by some brief remarks by Dean Joseph O'Meara of the school of law. The roles of public officials, of the churches, and of educators, were discussed, each by three prominent speakers. The role of the Negro community was discussed by two speakers; and the role of the legal profession was presented by one.

A student analysis, a series of book reviews, and a bibliography complete this outstanding presentation of a present-day serious problem.

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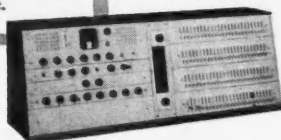
**Special Features**—Emergency Switch; all-call; provision for signal clock; telephone intercom; fire-disaster alarm facilities; remote control, etc.

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in various  
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WRITE TODAY FOR FREE CATALOG, complete information and prices of jumpers, skirts, blouses, hats, etc.

Samples available on request.

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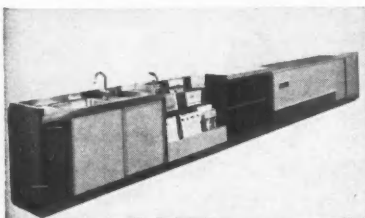
Cincinnati 2, Ohio

"Prompt Service ALWAYS"

## New Supplies

### RESTYLED VENTILATOR UNITS

An attractive restyled line of classroom unit ventilators that incorporates a sink and bubbler unit, sliding door and cubicle cabinets and magazine rack is now available from the Herman Nelson Div. of



#### Complete Wall Accessories

American Air Filter Co., Inc., Louisville, Ky. The simple rectangular units are functional window wall accessories, available in six decorator colors: flame, blue, green, salmon, gray, or yellow. The classroom heating and ventilating units for hot water, steam, direct fired gas, and electric systems feature one-piece, die-cast discharge grilles, anodized aluminum metal trim, and snap-on front access panels. Storage cabinets offered with or without sliding doors. A pull-out cabinet mounted on casters is also offered. The color panels on ventilator and accessory cabinets can be changed to mix or match with the room's decor. Send for descriptive bulletin on this attractive line.

(For Further Details Circle Index Code 090)

### GLOBE TRACES SATELLITES

Vanguard, a 12 in. globe available in physical-political, visual-relief, or simplified versions, is made by Denoyer Geppert Co., Chicago 40, Ill. This globe is designed to demonstrate the orbit of earth satellites, earth-sun relationships, and concepts in science and mathematical geography. It can



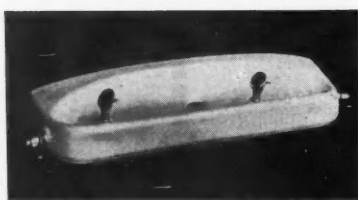
Models for Three Grades

also be used to demonstrate routes followed by ships and airplanes. Axis and horizon ring are adjustable and can be set to the apparent orbit of an earth satellite. A scale of miles is marked on the horizon ring to measure these routes. Degrees and hours are also indicated. A plastic measuring scale is given with each globe. A choice of three globe maps, each equivalent to a 44 in. wall map, is offered. The physical-political map, recommended for intermediate and advanced grades, is multi-colored and indicates land elevations and sea depths with much detailed data. A visual-relief model has a three dimensional effect, essential physical-political data. The simplified version, for primary grades, has two-color land and water areas. Send for more details.

(For Further Details Circle Index Code 091)

### FIBERGLASS WALL FOUNTAINS

A new multiple wall drinking fountain, molded in colorful fiberglass with two bubblers, is now manufactured by Haws



#### In Decorative Colors

Drinking Faucet Co., Berkeley, Calif. Haws Model 10F fiberglass models are available in a selection of decorator colors at no extra cost. It has two angle steam fountain heads of chrome-plated brass. The over-all length is 39½ in. Shipping weight is 27 lb.

(For Further Details Circle Index Code 092)

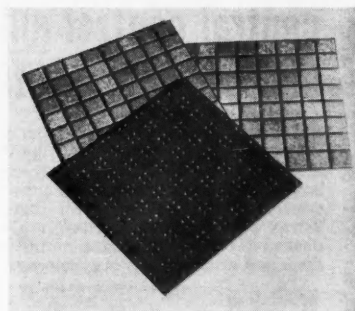
### ACOUSTICAL FIBERBOARD

A new interior finish fiberboard combines acoustical efficiency, structural strength, decoration, and insulation. Made by Armstrong Cork Co., Lancaster, Pa., Classic Cushiontone Plank is designed for walls and special ceiling applications. Available in 8- or 10-ft. sections, 12 in. wide, it features a lace-like arrangement of tiny sound absorbent perforations on the surface. The product absorbs up to 70 per cent of the noise that strikes wall surface. It can be nailed or stapled to wood furring strips, or cemented directly to existing wall, and is easily cut to meet customized specifications. It is factory-finished with a washable white paint that eliminates glare, yet provides even light reflection. The fiberboard can be repainted, if desired, by using either the brush or spray method without impairing its acoustical efficiency.

(For Further Details Circle Index Code 093)

### FLOORING WITH CERAMIC MOSAIC EFFECT

Ceramaflex is a floor tile that combines the resilience of rubber with the attractiveness and permanence of ceramic mosaic tiles. It is made by the Ceramaflex Div., United States Ceramic Tile Co., Canton 2,



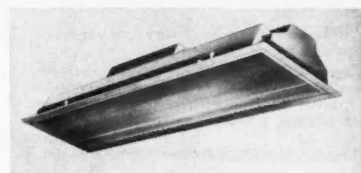
#### Resilient Rubber Base

Ohio. The tile units, 9 in. sq. and 7/32 in. thick, are available in 12 patterns. One-inch ceramic tiles are fused into rubber grid. The flooring is highly resistant to alkalies, greases and oils, and household cleaning materials. No waxing is ever needed, as a damp mopping will restore its original luster. Ceramaflex is easily installed with adhesive and needs a minimum of cutting and fitting. This slip-resistant flooring will not indent, scratch, mar, or fade, according to the designers.

(For Further Details Circle Index Code 094)

### AIR DIFFUSER IN LIGHTING UNIT

A recessed air diffuser has been incorporated in an enclosed light troffer unit. The unique design is the product of Barber-Colman & Day-Bright engineers. The new diffuser is available in sizes 1 ft. by 4 ft., and 2 ft. by 4 ft., for 2, 3 or 4 fluorescent tubes. Slots along both sides of the light fixture provide year-round air conditioning. A 5 ft. expanding cone



#### Air Slots in Sides

dampener for controlling air volume is accessible by unlatching the bottom of the diffuser. Discharge air is completely separated from ballasts, fluorescent tubes and reflecting surfaces. Specifications on Mobilux-Troffer Ceiling Diffuser are available on data sheet F-9558 from Barber-Colman Co., Rockford, Ill.

(For Further Details Circle Index Code 095)

(Continued on page 138)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

## AN IMPRESSIVE RECORD...

?



DIVISION OF SPERRY RAND CORPORATION

[illegible]

## CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

## New Supplies

(Continued from page 136)

### TRAY AND SILVER DISPENSER

A self-leveling tray dispenser with silverware baskets that can be wheeled from dishwasher to service line is made by the Lowerator Division of American Machine & Foundry Co., New York 16. Both trays and silver can be loaded in the washing area, then wheeled to service counter, thereby minimizing handling and assuring sanitation. An overself can be added to either of two mobile AMF Lowerator tray dispensers to accommodate any standard type of silver dispensing system. Write to the manufacturer for more information.

(For Further Details Circle Index Code 096)



Self-Leveling Dispenser

### LOW COST-CENTRAL HEAT CONTROL

Harvard University, as part of a long-range program to reduce operating costs, is installing a central control system for the heating and air conditioning of 66 separate campus buildings. Minneapolis-Honeywell Regulator Co., Minneapolis, Minn., is installing a Selectographic Supervisory Data Center which, through an automated control system, links the diversified heating systems of the various buildings to one console. The new system reduces over-all manpower by combining automation of many hand controls with the centralized supervisory system. A single operator at a central console can determine if all controls are functioning properly and if building temperatures are at the right level. The initial installation also allows for future addition of fire protection and communication devices.

(For Further Details Circle Index Code 097)

### VEGETABLES FROM THE CISTERCIANS

A new line of canned vegetables in regular No. 303 cans and institutional size No. 10 cans is being distributed nationally by Our Lady of Spring Bank Cistercian



#### National Distribution

Monastery, Okauchee, Wis. These products, identified by the White Monk label, have been tended, harvested, and canned to meet the high quality standards of the Cistercian Monks. Included in the line are early June peas, sweet peas, whole kernel corn, cream style corn, cut green beans, cut wax beans, tomatoes, and tomato juice. Send for full details.

(For Further Details Circle Index Code 098)

### ELECTRICALLY HEATED BASEBOARDS

Baseboard electric heating with a sealed Corox element has been developed by Westinghouse Electric Corp., Pittsburgh, Pa. It is made in two-, four-, and six-ft. sections with a heating capacity of 250 watts per linear foot. Room temperature can be maintained to within two degrees of any desired temperature from 55 to 85 degrees. Three-way airflow keeps surface temperature of baseboard sections low enough to touch. The new line includes electrical outlet, corner-, end-, and blank sections. Each section is 7 in. high by 2 3/4 in. deep to form a continuous unit. These units can be installed in new construction or in existing rooms, with recessed or surface mounting. Send for complete details.

(For Further Details Circle Index Code 099)

(Continued on page 140)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Each year . . . in increasing numbers . . . bus loads of children and adults take conducted tours along the Tangley Oaks Nature Trail. In a single month over a thousand school children have seen, at first hand, the wonders of Nature in her spring awakening.

The flowers, the plants and even the birds they study are right here for the children to see. This is Nature Study under ideal learning conditions. The children who attend our Summer Laboratory School also share in this first-hand Nature experience.

You are invited to share the pleasures and inspiration of our beautifully wooded grounds with us.

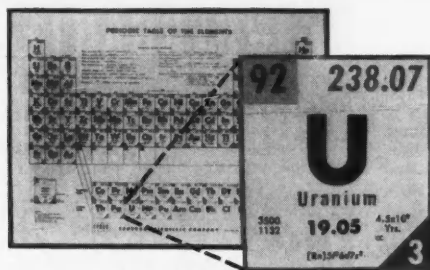
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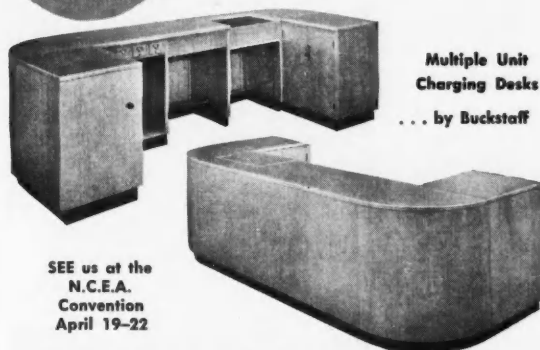


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### TEACHING FOR SELF-EDUCATION

#### *As a Life Goal*

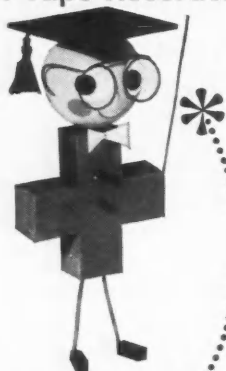
By **PAUL DOUGLASS**, Rollins College. Examines the thought and writings of Dr. William S. Learned, late of the Carnegie Foundation for the Advancement of Teaching. "Paul Douglass' book is a chart for the future of college and university teaching and learning."—*Improving College & University Teaching*

\$3.50

At your bookstore or from

**HARPER & BROTHERS, N. Y. 16**

## NEWS! In Teaching and Self-Training With Tape Recorders!



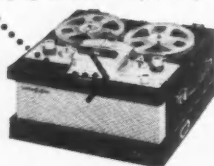
**"ADD+A+TRACK"**  
...by **V-M**



Dramatic new development for  
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- develops oral skills
- promotes retention
- accelerates student's progress

Exclusive V-M "Add-A-Track" is the big new feature in tape recorders! Record on one track, rewind the tape and record again on a second track while listening to the original recording through another speaker system. Then play-back again and you hear both recordings simultaneously! You can even play a duet with yourself!



V-M/"Add-A-Track" "tape-o-matic"® 4-Track Stereo-Play Tape Recorder: Records and plays-back up to four hours monophonically on four tracks. Plays recorded stereophonic tapes. High-Fidelity Speaker System. Simple Push-Button Controls. Complete simplicity of operation!

Model 720—\$225.00\*

Here in one complete unit is a portable, modern language laboratory—no additional equipment is needed!

See your V-M Dealer for a thrilling demonstration of "Add-A-Track"—a new development that offers limitless opportunities for powerfully effective teaching methods!

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**the Voice of Music®**

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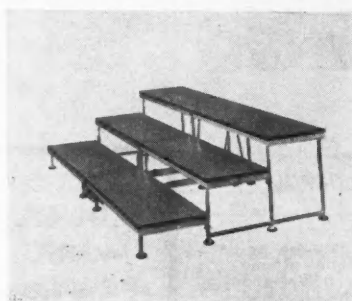
World Famous for the Finest in Tape Recorders,  
Record Changers and Phonographs

## New Supplies

(Continued from page 138)

### PORTABLE CHORAL RISERS

Portable choral risers that fold automatically have been added to the series of portable stages and chair stands produced by Sico Mfg. Co., Minneapolis 24, Minn. Model 4200 choral risers can be folded and rolled to a 16½ by 54½ in. storage area,



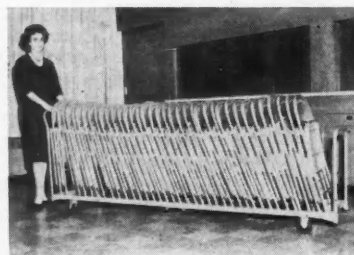
Folds Automatically

by only one person. Each platform measures 96 in. long by 18 in. wide. The risers are made in two, three, or four platform units which fold instantly without latches, locks, or levers. Built to public grandstand codes, they have a 10-year guarantee. In use, the risers rest on direct-to-floor load bearing columns. In folding, four-inch rubber casters, two of which pivot, automatically lower to the floor. Decks are made of ¾ in. particle board bonded to ½ in. asphalt tile and secured to a welded steel framework. Units are produced in 8 in. rises, in heights of 8, 16, 24, and 32 inches. Heights of 40 or 48 inches may be ordered specially.

(For Further Details Circle Index Code 0100)

### MOBILE CHAIR AND TABLE TRUCK

Buffalo Caster & Wheel Corp., Hamilton, Ill., announces a new line of trucks to move and store most types of folding chairs and tables. Models hold from 17 to



Chairs Can't Slide Off

120 chairs nested either up-right or on their sides. All truck models have an adjustable end handle that moves easily and holds securely at any desired position even when the truck is only partially loaded. It prevents sliding or falling of unsupported chairs. The loaded truck can be easily stored in any low-clearance area. Write for further details.

(For Further Details Circle Index Code 0101)

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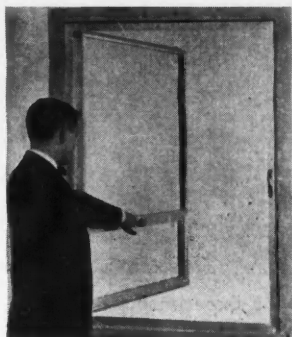
For **FREE** Catalog and Complete Information and Prices on Our Large Selection of School Uniforms.

**GRAUBARD'S**

236 HIGH STREET  
NEWARK 2, N. J.

## WINDOW IS EMERGENCY EXIT

A new aluminum window designed to double as an emergency exit for ground-floor classrooms is made by Michael Flynn Mfg. Co., Philadelphia 24. Called the Lupton Emergency Window, it is hung on



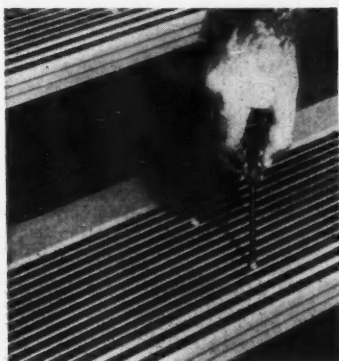
Opens Outward 180°

three half-surface hinges to allow the complete window to swing outward 180° from its frame. Other advantages of this regular projected ventilator window are: air flow is directed upward, protection from rain, and ease of cleaning. For uniform exterior appearance, the window can be ordered without projected ventilators or with horizontal mullions. Constructed from heavy extruded aluminum sections, the windows come in widths from 2 ft. 11 in. to 3 ft. 4 in., and heights of 4 ft. 1 in. to 5 ft. 1 in. Send for more details.

(For Further Details Circle Index Code 0102)

## RESTORE STAIR TREADS

A new aluminum safety tread designed to restore worn and slippery stairs is announced by Wooster Products, Inc., Wooster, Ohio. A plastic mix leveling compound is troweled over worn areas to return the steps to their original level surfaces. Then the treated steps are capped with the Super Stairmaster safety tread. Treads are easy



Safety Caps

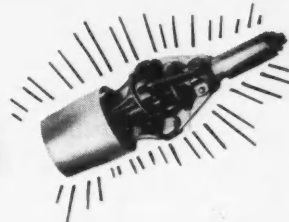
to install and furnished with fasteners. The treads, 9 in. wide with a beveled back, fit all steps up to 13 in. wide. The base of the tread is aluminum with ribs of hard abrasive that provide an anti-slip surface. Lengths are available up to 12 ft. Send for an illustrated bulletin.

(For Further Details Circle Index Code 0103)



Super tube scraper does fast, thorough job.

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● Have you overlooked the money saving potential in your boiler room?

**SAVE—** 9.5% to 75% of your fuel bill with Super boiler tube cleaning equipment.

**CLEAN—** No soot scattered in boiler room, pushed into firebox or blown on operator.

**QUICK—** All soot pulled into steel drum or container for once-and-all disposal.

**EASY—** Makes a laborious, dirty job that is usually put off a simple, clean operation quickly done.

You also have a real heavy duty wet and dry pick-up Super Suction Cleaner for general use in the whole building, and in general cleaning operations where blowing or suction is required for removing dust, wet or dry dirt or debris or picking-up flood water from plumbing failure or other causes.

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You will find that the Esterbrook teacher's manual is helpful in promoting good penmanship practices and in developing a continuing interest in legible writing.

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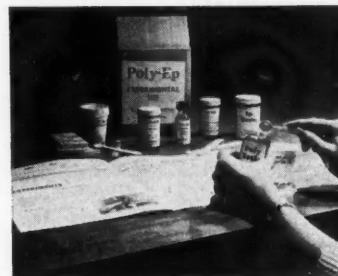
**The Esterbrook Pen Company**  
School Services Div., Dept. 1, Camden 1, N. J.

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POSITION \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
STREET \_\_\_\_\_  
CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

## PLASTICS EXPERIMENTAL KIT

A low-cost plastics experiment kit for science and chemistry classes in elementary and high schools has been announced by D. J. Peterson Co., Sheboygan, Wis.



### 5 Experiments Possible

The Poly-Ep Experimental Kit provides materials, apparatus, and instruction text for five practical experiments, resulting in thermosetting plastic coating, plastic concrete, plastic adhesive, castings, and plastic solder. Polyamide and epoxy resins used in the experiments are completely safe and nontoxic. The 8-page, illustrated instruction manual presents a discussion of the varieties, properties, and uses of modern plastics. Priced at under \$6 per kit, the units are sold in cartons of six.

(For Further Details Circle Index Code 0104)

## CHEMISTRY AND PHYSICS CHART

Central Scientific Co., of Chicago, has designed a new periodic table of the elements for use in lecture rooms, laboratories, and classrooms. The 62 by 52 in. table includes all elements and numbers of naturally occurring radioactive and stable isotopes. Also shown are atomic numbers and other atomic constants for physics and chemistry. The four-color chart is reproduced on heavy plastic coated stock which has eyelets for hanging or can be ordered with spring rollers. Send for price information.

(For Further Details Circle Index Code 0105)

## SWIMMING POOL TEST SET

A swimming pool test set, designed to control chlorine and alkali content, has been developed by Industrial Specialties, div. of Frank Industries, Van Nuys, Calif. The manufacturer states that the test set is easy and economical to use. Sixteen color standards, each sealed in a glass vial and encased in a clear Plexiglas block, allow precise and clear-cut readings. The set is complete with two large bottles of indicator solution, packaged in an opaque vinyl case. Send for full details.

(For Further Details Circle Index Code 0106)

(Continued on page 144)

**CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE  
CARDS IN THE READER'S SERVICE SECTION**

## New For 1960...

- ★ Science Testbooks, grades 4-8, Ready now.  
*For use with the elementary science series, God's World.*
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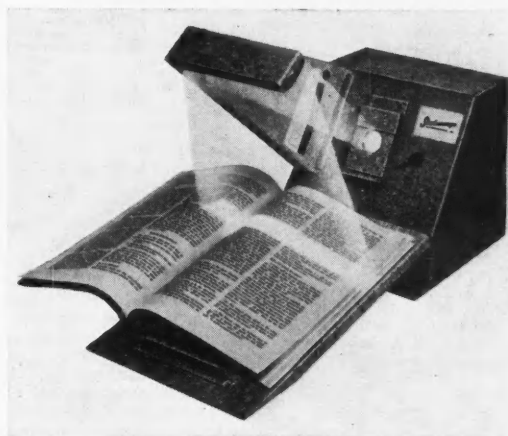
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*Educational Division*

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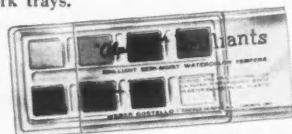
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No. 407, in 24  
colors

"Biggie"  
size,  
No. 409,  
in 24 colors

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Erasers • Art Material • Maps • Globes

**New Supplies**

(Continued from page 142)

**LOW-COST OFFSET MASTERS**

A new method for making inexpensive paper masters for offset reproduction of virtually any type of printed, typed, written or drawn original has been introduced by Eastman Kodak Co., Rochester 4, N. Y. The Ektalith method, designed for short press runs under roomlight office conditions, is especially suitable for the production of school, church, or institutional bulletins. With accessory units it is also possible to produce enlarged, reduced, or same-size copies of many kinds of documents, such as microfilm records, file cards, checks, charts, and correspondence. Masters are produced photographically in two minutes from any kind of paper, opaque or translucent. Using standard duplicating equipment, hundreds and often more than 2000 legible copies can be



**For Office Operation**

produced from one master. The paper masters can be easily corrected with a moistened eraser or ink eradicator. The Ektalith table-top equipment includes a loader processor, two processors for use with darkroom cameras, and a copy unit that can be used with any of the three. Send for full details and price information.

(For Further Details Circle Index Code 0107)

**SPECIAL TYPING SYMBOLS**

An interchangeable type bar with scientific and special business symbols is a new standard feature, included at no extra cost, on Remington Electric typewriters. The type bar enables a typist to quickly snap on special symbols which may be needed for typing data in any one of 18 fields. No mechanical adjustment is needed, a magnetized tweezers is the only tool. Currently available are type faces for astronomy, biology, chemistry, commerce, electricity and electronics, engineering, languages, law, literature, mathematics, medicine, meteorology and oceanography, phonetics, physics, railroads and tariffs, research libraries and museums, shipping manifests, and weather. Especially designed symbols and trademarks can also be ordered. Write to Remington Rand, Div. Sperry Rand Corp., New York 10.

(For Further Details Circle Index Code 0108)

(Continued on page 146)

**CORRESPONDING CODE INDEX NUMBERS  
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Frictioned Rubber Treads  
Give More SAFETY, Wear-Resistance and Quiet Cushion

Here are step treads compounded of special frictioned rubber for heavy duty traffic on any type of step. They end the slippery dangers of worn metal, concrete, tile or wood steps. MELFLEX Rubber's resilience gives safety longer because it outwears hard, non-resilient surfaces. It assures a tread that never wears slick. It gives cushion that quiets noisy steps. It gives treads that can be applied to any step surface material with MELASTIC cement—for long wearing economy and reduced step-maintenance costs.



### Treads, Runners, Flooring In Matching Colors For Lasting Service and Economy

All in matching marbleized colors or black—treads, runners, flooring can be supplied for complete installations in lobbies, runways, foyers, halls, aisles, corridors, locker and shower rooms. Such installations give longest trouble-free service, greatest slip-resistant safety.

#### Extra Heavy Duty Treads . . .

For outside or inside installations MELFLEX Kleet-Proof step treads give highest resistance to hard, scuffing wear. Compounded of special nylon fiber friction, these treads outwear any other type of tread covering. Can be applied to any base with MELASTIC cement. Meets any traffic need with safety and saving economy.



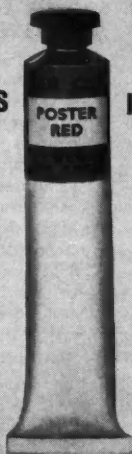
Write for story on styles, colors, prices.

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Selection  
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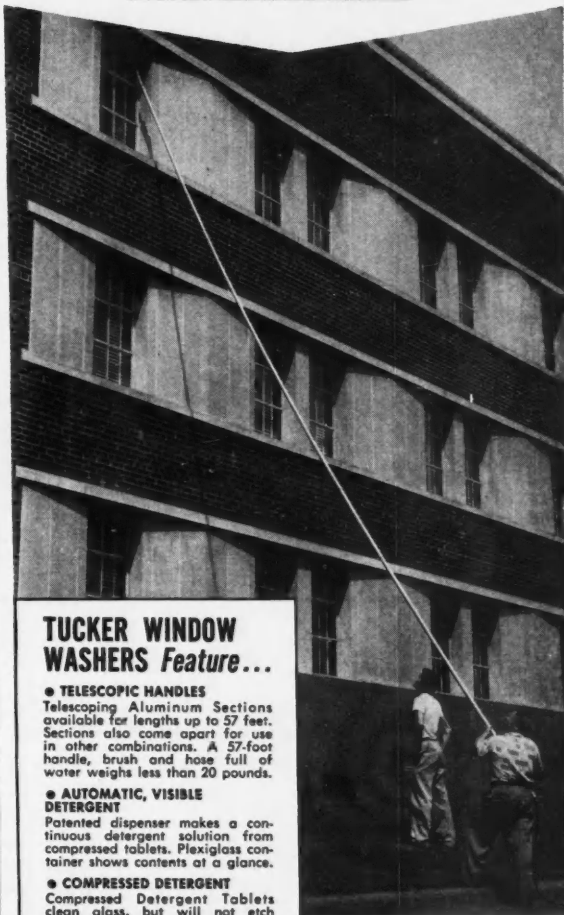
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Telescoping Aluminum Sections available for lengths up to 57 feet. Sections also come apart for use in other combinations. A 57-foot handle, brush and hose full of water weighs less than 20 pounds.
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Compressed Detergent Tablets clean glass, but will not etch paint, stain stone or brickwork nor injure grass and shrubs.
- **SPECIAL WINDOW BRUSHES**  
Wide flare brushes with Nylon edges and Polyurethane foam centers wash windows, edges and corners in one swipe.

**ONLY TUCKER WINDOW WASHERS** can show you how to save time and money in cleaning your inaccessible windows. Up to now, it was necessary to erect costly scaffolding. With a Tucker

window wand, it is a simple time and money-saving task to clean those windows . . . and by standing on terra firma. Tucker has customized units reaching to the fifth story. Most popular is the 42 foot . . . or third story assembly . . . It costs less than a hundred dollars . . . and weighs less than 17 pounds.

For Full Particulars and Prices . . . Write to . . .

**TUCKER MANUFACTURING CO.**  
CEDAR RAPIDS, IOWA

## New Supplies

(Continued from page 144)

### TWO-DOOR LOCKING SCIENCE CABINET

A science cabinet for elementary teaching is the most recent addition to a line of mobile classroom furniture made by Fleetwood Furniture Co., Zeeland, Mich. The cabinet, designed by Henry P. Glass

Associates, Chicago, offers ample work and storage space. The wide, black top is of chemical- and mar-resistant, laminated plastic. The cabinet base is of white maple, veneer panels, and has double doors that can be locked with a key. Unit is equipped with apparatus supports, hand-pump with gooseneck faucet, swivel, electrical cord reel, and dual outlet receptacle. The frame of steel tubing is mounted on heavy-duty casters which can be locked into place.

(For Further Details Circle Index Code 0109)



Education may be described as the process whereby the older people in a society pass on their total way of life to their children. When this process absorbs years of the students' lives and employs millions of persons and astronomical sums it becomes more important than ever to evaluate reflectively the culture that is being transmitted and to determine as reasonably as possible the goals and the content of the school experience.

#10  
JESUIT STUDIES

### WORK AND EDUCATION

THE ROLE OF TECHNICAL CULTURE  
IN SOME DISTINCTIVE THEORIES OF HUMANISM

John W. Donohue, S.J.

xi + 238 pages, \$4.00

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## BUDGET SCIENCE TABLE

A portable science table, designed for schools that do not have permanent science facilities, is priced low enough to fit the budget of even the smallest elementary school. Made by Grade Aid Corp., Nashua, N. H., this Junior Model No. 6501 is completely self-contained, mounted on two large, heavy-duty casters for portability. The 48 by 30 in. Fiberglass top has a Melamine plastic surface that



For Elementary Schools

resists wear, scratches, heat, and chemical stains. All-steel construction insures durability and fire safety. The unit provides generous locked storage space and is equipped with water, gas, and electrical facilities. A deluxe model is also available. Send for catalog and price sheets.

(For Further Details Circle Index Code 0110)

### NEW FILLER PAPER FOR THE CLASSROOM

Notebook filler paper, pre-printed with lines for students' names, subject, and date, is available from Western Tablet & Stationery Corp., Dayton, Ohio. The imprint is conveniently located at the upper right hand corner of the paper for quick identification. Right and left hand margins are unruled to allow space for teacher notations. Name Frame filler is offered in standard sizes of 11 by 8½ in. with three-hole punching, and in 10½ by 8 in. with two- and five-hole punching. It is packaged in polyethylene packages for clean, easy storage.

(For Further Details Circle Index Code 0111)

### PROJECTOR WITH AUTOMATIC OR REMOTE CONTROLLED TIMER

A 35mm. classroom slide projector which features a remotely controlled interval timer is made by Realist, Inc., subsidiary of David White Instrument Co., Milwaukee 5, Wis. Special features of the new projector include brilliant 500-watt lamp that uses a new proximity-reflector principle; variable intervals, and automatic hold, advance, and reject controls. The Realist 900 Automatic can be operated from as far away as 12 feet, allowing the teacher to sit among students. Timing intervals can be set from 5 to 60 seconds and changed, if desired, while machine is operating. With the remote control any slide can be held or rejected at will. A semi-automatic projector is also available. Both models feature a three element, f:3.5, four inch lens

## PLAYGROUND EQUIPMENT



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### THE GUIDE TO CATHOLIC LITERATURE

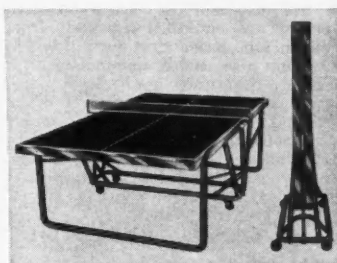
Catholic Library Association  
620 Michigan Avenue, N.E.  
Washington 17, D. C.

which, combined with the lamp, provide 1000 light lumens on the screen. Both models offer preheating and convection cooling of slides to prevent slides from popping in and out of focus. Realomatic 45-slide trays hold more slides. The models come in two-tone, speckled-finish carrying case that holds timer and three extra slide trays for complete, indexed library. Case also serves as a steady base for projector while in use. Write for more details.

(For Further Details Circle Index Code 0112)

### FOLD-UP RECREATION TABLE

An official-sized, 5 by 9 ft. table tennis table designed to withstand heavy school and institutional use, is available from Brinktun, Inc., Minneapolis, Minn. The table folds and locks into closed position



Net Stays in Place

in seconds and opens in one easy motion. The top folds in to protect the playing surface, net stays in playing position even when folded. Closed width is 4 1/4 in. at table, 17 in. at base, and height is 5 ft. 7 in. The top is 3/4 in. plyblend with plasticized playing surface. Send for details on this and an all-steel frame utility table.

(For Further Details Circle Index Code 0113)

### NON-TOXIC FELT TIP MARKER

An inexpensive felt tip marker, non-toxic and safe for children, is announced by The Carter's Ink Co., Cambridge, Mass. It is available in eight colors: red, orange, yellow, green, blue, brown, black, and purple. Because the colors are washable, the pens are recommended for teaching young children to draw, color, and write. Markings will not penetrate through paper. The Draws-A-Lot marker is priced at 39 cents. The manufacturer also offers the Marks-A-Lot, a permanent felt tip marker.

(For Further Details Circle Index Code 0114)

### GAS-FIRED HEATERS

A new line of gas-fired heating equipment has been added to the air conditioning, heating, and ventilating units made by The Trane Co., La Crosse, Wis. The compact heaters are offered in three types: propeller, blower, and duct units, in a wide range of sizes. They are constructed to provide a quick and effective source of heat for large buildings. Each heater is lightweight, easily installed, and directs flow of heat to needy locations. Are exclusive automatic thermostat is available as an accessory. Send for complete information.

(For Further Details Circle Index Code 0115)



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Enjoy Quality! Prang and Old Faithful are still your best buy-words... creative-wise and budget-wise.

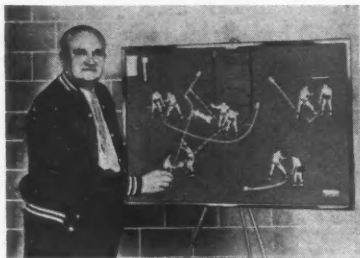
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## MAGNETIC COACHING KIT

Magnetic visual aids for coaching and teaching are offered by the Program Aids Co., New York 36, N. Y. Playmaster Coaching Kits enable the coach to diagram strategy and tactics of games. Football and basketball are included in the combination "back-to-back" kit. The Playmaster kit consists of a magnetic chalkboard with



Football or Basketball

plastic figures of players that have a magnetic backing. A special steel case houses all accessory pieces. Send for catalog and prices.

(For Further Details Circle Index Code 0116)

## ELECTRIC BASKETBALL SCOREBOARD

Three new electric basketball scoreboards and timers are available from M. D. Brown



Lights Register Fouls

Co., Niles, Mich. Model 255-66 (pictured) combines a 72 by 34 in. high scoreboard with a 36 in., translucent name panel for each team. The board registers progressively through 99 for each team and has four-period and one time-out indicator lights. It has an automatic horn, which can be operated manually, and a timer that registers in minutes and seconds. Foul panels have five red indicator lights for each player and are controlled separately from the scoreboard. Name panels are tier-type construction of extruded aluminum with a permanent, chip-proof finish. Each panel accommodates names and numbers of 12 players and is reversible so that, for double headers, both sides can be prepared in advance. Send for details on other models which have slight variations. Such optional accessories as panel for officials, special lamps, etc., are also available.

(For Further Details Circle Index Code 0117)

## FLOOR AND STREET MARKER

Morgan Adhesives Co., Mactac Div., Stow, Ohio, has introduced a tough mate-

rial with pressure sensitive backing for marking highways and floors. The new material is reported to be more durable than regular marking paints. Called Mactac, it is as easily cut as paper for any desired word, number, or symbol. When Mactac is pressed into place, traffic seals it tight to pavement or floor. Because the material is so thin it is not scuffed by snowplow or vehicles. Made in bright yellow or white, it is available in standard rectangular strips, sheets, or rolls.

(For Further Details Circle Index Code 0118)

## POP-UP LAWN SPRINKLER

Concealed lawn sprinklers that remain flush with the ground when not in use are manufactured by Buckner Sales Co., Fresno 8, Calif. Known as Model No. 43, the sprinkler has an adjustable nozzle spray head, available in full, half, third, or quarter circle turn patterns. When water is turned on, the nozzle pops up about one inch above lawn for uninterrupted spraying. When not in use, it returns to a flush-ground position that permits a lawn mower to pass over it fully. Nozzles are easily removed for cleaning without removing the body of the unit from the ground. Send for details.

(For Further Details Circle Index Code 0119)

(Continued on page 150)

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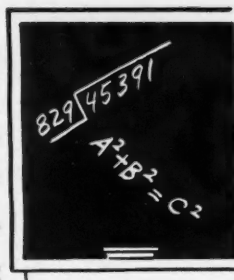
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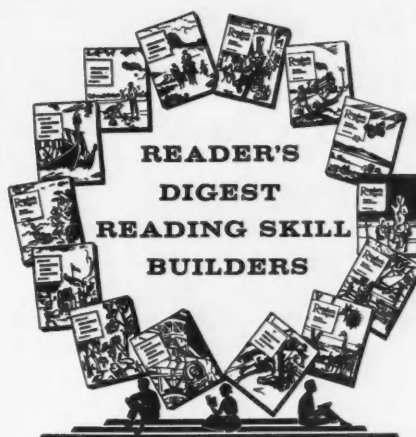
A 72" scoreboard with brilliant Numbergrams, flanked by two Foul Panels indicating up to five fouls on each player, plus two Name Panels, each listing names and numbers of 12 players on each team, and an Officials' Board. Overall size, 14½" long x 72" high.

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Mason Candies, Inc., Mineola, L. I., N. Y.

## New Supplies

(Continued from page 148)

### TEACHING AIDS

Colorful wall posters, designed to encourage good posture in boys and girls of all ages, are offered by **American Seating Co.**, Grand Rapids 2, Mich. The teaching tools present information about proper posture control, instructions for correct classroom furniture adjustments, and suggested posture teaching techniques. American Seating Co. has been a leader for years in studying the problems of correct posture. A "Good Posture Award" badge is included with each set of posters. Send for these free materials.

(For Further Details Circle Index Code 0120)

**P. J. Kenedy & Sons** of New York City, offers a free set of questions and answers based on the firm's American Background Books, biographies of famous Catholic Americans. Fourteen books are currently available. The lives of Father Kino and publisher Mathew Carey are scheduled for publication this month. Each kit contains 10 or more questions on each book in the series.

(For Further Details Circle Index Code 0121)

Students of economics will want to read "The Story of Competition in the American Market," recent publication of **E. I. DuPont de Nemours & Co.**, Wilmington, Del. The illustrated booklet describes four distinct types of competition in the American market today.

(For Further Details Circle Index Code 0122)

"Closing the Gap" is a 10-page bibliography leaflet on science, education, and careers for science and engineering students. It is free from **Science Apparatus Makers Assn.**, Chicago 10, Ill. Compiled with the aid of the U. S. Office of Education, professional societies and government agencies, it provides students with an abridged reference guide on science material.

(For Further Details Circle Index Code 0123)

How to conduct a meeting or lecture with the aid of slides, charts, and audio-visual material is explained in a booklet from **Ednalite Optical Co., Inc.**, Peekskill, N. Y. The booklet was written by Dr. Emile Holman, M.D., of Stanford University, an experienced lecturer.

(For Further Details Circle Index Code 0124)

A new series of bulletins, prepared by authorities in the reading field, is available from **Allyn and Bacon, Inc.**, Boston 11, Mass. A recent issue, "Teaching Reading to Intellectually Gifted Children," was written by Dr. Merle B. Karnes, director of special education in the Champaign (Ill.) Community Unit Schools.

(For Further Details Circle Index Code 0125)

(Concluded on page 152)

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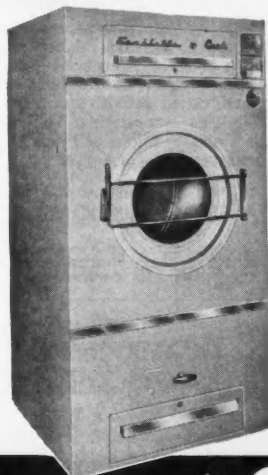
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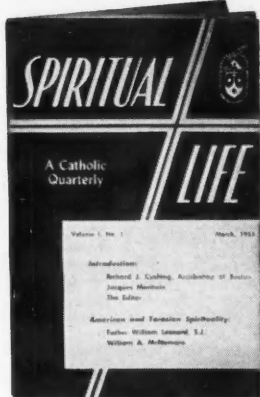
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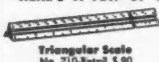
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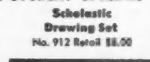
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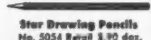
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**New Supplies**

(Concluded from page 150)

"Facts of Floors in School Shops" summarizes a survey of 57 major school districts in the country. The free booklet is offered by J. W. Wells Lumber Co., Menominee, Mich.

(For Further Details Circle Index Code 0126)

**AUDIO-VISUAL EXHIBIT AT NCEA**

At the N.C.E.A. convention, the Eastman Kodak exhibit will feature a model school unit with five separate workrooms for previews, visual planning and preparation, camera storage, curriculum materials, and a teacher's darkroom. Company experts in each field will be present to give on-the-spot instruction in the use of all equipment and processes. Five projector models may be tested in the preview area: the Kodak Cavalcade, Signet, Analyst, Pageant, and Magnetic Optical projectors. Also shown will be a-v production planning boards, slide projectors, both still and movie cameras, and the new Ektalith process, as well as other Kodak equipment and accessories adaptable for school use.

**MANUFACTURERS' NEWS**

William G. Gregg has been named president of the Delicate Corp. of America, Chicago, makers of Delicate sanitary napkins and dispensers.

American Desk Mfg. Co., Temple, Texas, has added a new, 40,000 sq. ft. plant for manufacturing and warehousing. The company manufactures school equipment, church and public seating.

Chicago's Museum of Science and Industry has a new exhibit of the "Science of Sound and Musical Tone," presented by the Hammond Organ Co. An illustrated booklet explaining the exhibit is available from the company.

Rheem Mfg. Co. of New York City has acquired a majority interest in the Califone Corp. of Los Angeles. Now called Rheem Califone Corp., the firm handles an extensive line of audio-visual equipment for school and industry.

**ASSOCIATE EDITOR**

Midwestern publisher of periodicals used in Catholic grade schools has opening on editorial staff of publications used in grades 1-3. Applicant should have a degree in elementary education, some primary teaching experience, and an ability to write for this age level. Interested candidates should furnish background summary and writing samples if available. Salary dependent upon qualifications of applicant.

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# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below are provided for your convenience in requesting free product information, catalogs and literature offered by the advertisers and by manufacturers listed in New Products and Literature. To obtain this information or literature, encircle code numbers, sign the card and mail. Your request will receive prompt attention.

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These cards are provided for the convenience of CATHOLIC SCHOOL JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

April, 1960

THE CATHOLIC SCHOOL JOURNAL  
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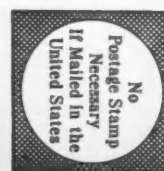
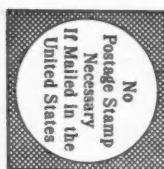
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